DOCUMENT RESUME

ED 440 478 EC 307 759

AUTHOR	Baker, Betty C.
TITLE	Department of Education Secondary and Transition Training Programs: A Catalog of Projects. Fiscal Years 1984, 1985, 1986, 1987-1988.
INSTITUTION	Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE	1988-00-00
NOTE	363p.
PUB TYPE	Reference Materials - Directories/Catalogs (132)
EDRS PRICE	MF01/PC15 Plus Postage.
DESCRIPTORS	*Disabilities; *Education Work Relationship; Federal Aid; *Grants; Program Descriptions; Secondary Education; *Transitional Programs
IDENTIFIERS	*Office of Special Educ Rehabilitative Services

ABSTRACT

This document is comprised of catalogs of projects concerned with the transition from school to work of students with disabilities and sponsored by the Department of Education's Division of Personnel Preparation of the Office of Special Education and Rehabilitative Services for the years 1984-1988, Each project description typically contains information on the following: grantee, project director, telephone number, grant number and period, grant amount, grant title, an overview of the project (goal, objectives, content, methodology, expected outcomes, and evaluation plan). In some catalogs, projects are organized by the grant competition or by Department of Education priority areas. Some catalogs also include summary charts showing projects by state and topic and summary narratives discussing the year's priorities and characteristics of grant applications. (DB)

POOR PRINT QUALITY
Pgs 326 TO 363

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ED 440 478

Department of Education
Secondary and Transition Training Programs: A Catalog of Projects. Fiscal Years 1984, 1985, 1986, 1987-1988.

Prepared by: Betty C. Baker, Transition Coordinator

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DPP Transition Projects*
FY 84

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U.S. Department of Education
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Washington, D.C. 20202
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* Including RSA-funded project

DPP TRANSITION PROJECTS
FUNDED UNDER THE TRANSITION COMPETITION
FY 84

PR NUMBER	S T	FUNDS REQUESTED	FUNDS OBLIGATED	TITLE OF PROPOSAL	GRANT NUMBER	REV.	CONG.	GRANTEE	ENTITY NO.	NAME AND ADDRESS OF APPLICANT PROJECT DIRECTOR/CONTACT PERSON*
029TH40019		86,733 CUM. AMOUNT	84,600 84,600	HNDCPD PRSNL PREP TRANSITIONAL PROGRAMMING FOR HNDCPD YOUTH: INTRDSCPLNY LADRSHP PRSNL PREP DTD 06/29/84	G008430089	00	21	210	1376000511A1	UNIV OF ILLINOIS VOCATIONAL AND TECHNICAL EDUC 354 ADMINISTRATION BUILDING CHAMPAING IL 61801 ALLEN PHELPS
029TH40030		78,367 CUM. AMOUNT	73,500 73,500	HPP:MULTIDISCIPLINARY PREPARATION OF MASTERS LEVEL LEADERSHIP PERSONNEL IN TRANSITIONAL AND ADULT SERVICES FOR THE HANDICAPPED DTD 07/02/84	G008430091	00	01	210	1720702000A1	UNIV OF NEW ORLEANS DEPT OF SPEC EDUC & HABIL SERVICE LAKEFRONT NEW ORLEANS LA 70148 FREDDIE LITTON
029TH40014		88,858 CUM. AMOUNT	88,858 88,858	HPP SPEC PROJ: TRANSITION & SPEC PROJ COMPETITION MULTIDISCIPLINARY PREPARATION OF PERSONNEL FOR VISUALLY HANDI/MULTIHANDICAPPED YOUTH DTD 07/02/84	G008430060	00	90	210	1042103545A1	BOSTON COLLEGE DIV OF SPECIAL EDUCATION & REHAB 140 COMMONWEALTH AVENUE CHESTNUT HILL MA 02167 DR RICHARD JACKSON
029TH40023		74,883 CUM. AMOUNT	73,000 73,000	HPP SPEC PROJECT: CAREER EDUCATION PERSONNEL PREP DTD 07/02/84	G008430062	00	05	210	1436003859B2	UNIV OF MISSOURI/CURATORS UNIVERSITY/MISSOURI - COLUMBIA GRANT CONTRACTS ADM 23 JESSE HALL COLUMBIA MO 65211 DONN E BROLIN
029TH40028		92,828 CUM AMOUNT	77,284 77,284	HPP SPEC PROJ: PREPARING LEADERSHIP PERSONNEL IN THE AREA OF TRANSITIONS FROM SCHOOL TO EMPLOYMENT & COMMUNITY LIVING DTD 07/02/84	G008430063	00	32	210	1150532081A1	SYRACUSE UNIVERSITY DIVISION OF SPECIAL ED AND REHAB 805 SOUTH CROUSE AVENUE SYRACUSE NY 13210 DR ALISON FORD
029TH40020		90,763 CUM. AMOUNT	90,763 90,763	HPP-SPEC PROJECT: CONSORTIUM FOR YOUTH WITH DISABILITY: LEADERSHIP FOR THE TRANSITION YEARS DTD 06/29/84	G008430061	00	04	210	1936001786A8	UNIV OF OREGON DIV OF SPECIAL EDUCATION & REHAB EUGENE OR 97403 HILL M WALKER
029TH40012		93,700 CUM. AMOUNT	93,700 93,700	HPP SPEC PROJ: PREPARATION OF LEADERSHIP PERSONNEL IN THE TRANSITION TO ADULT WORKING LIFE DTD 06/29/84	G008430059	00	10	210	1746000203B4	UNIV OF TEXAS DEPARTMENT OF SPECIAL EDUCATION EDB 306 AUSTIN TX 78712 CARL E HANSEN
029TH40009		110,796 CUM. AMOUNT	110,796 110,796	HPP: A STATEWIDE MODEL FOR LEADERSHIP TRAINING OF TRANSITION EDUCATORS AND HUMAN SERVICES PERSONNEL DTD 06/28/84	G008430090	00	00	210	1030179440A1	UNIV OF VERMONT SPECIAL EDUC-SOC WORK/SOC SERVS 405A WATERMAN BUILDING, UVM BURLINGTON VT 05405 SUSAN BRODY HASAZI
029TH40008		115,162 CUM AMOUNT	115,162 115,162	HPP SPEC PROJ:"TRAINING STATEWIDE TRANSITION TEAMS FOR SEVERELY HANDICAPPED STUDENTS" DTD 06/22/84	G008430058	00	03	210	1546001758A1	VIRGINIA COMMONWEALTH UNIVERSITY SCHOOL OF EDUCATION BOX 568, MCV STATION RICHMOND VA 23284 DR S MOON & DR H CHERMSIDE

DPP Transition Project

University: University of Missouri/Curators
University of Missouri-Columbia
Grant Contracts Administration
23 Jesse Hall
Columbia, Missouri 65211

Project Director: Donn E. Brolin

Telephone: (314) 882-7775

Grant Number: G008430062
Grant Period: 9-15-84 to 9-14-87
Amount: 029TH40023 FY 84 - $84,600

Title: Career Education Personnel Preparation (CEPP) and Materials Development Project for Preparing Educators and Resource Personnel to Provide Transition from School to Work to Community Living

Description:

Overview of Project and Need. The purpose of this project is to develop a staff development training model and instructional program to provide leadership personnel in schools and community agencies with the knowledge and skills to implement more effective transitional school-work programs in their areas. The majority of handicapped youth leaving the school system have serious difficulties assimilating successfully into the work place. A more functional curriculum, better trained personnel, and more cooperative efforts with the community sector and with parents are important needs according to leaders in this area. This proposal addresses these important needs and will, based on considerable previous experience, design and field-test an operational training approach that will teach educators and others to more adequately train persons and teach students how to provide for the career/vocational/life skill needs of handicapped youth. The project will also address the important area of networking resources and personnel together in a truly collaborative manner.

Program Content. The training model and program will be developed with the assistance of school personnel and others in various sites in Missouri through a four-credit Extension course on the topic. The course content will comprise both didactic and experiential aspects where trainees provide specific input on their training needs, then receive instruction in these areas and others deemed important by project staff. The trainees will organize transitional teams that will provide staff development training to others, devise a school/district-wide transitional plan, and develop either curriculum materials or a process by which collaborative efforts with community resources can be conducted.

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Plan of Operation. The previous six-year SEP funded Career Education Personnel Preparation (CEPP) Project will be re-organized to meet the above needs. The CEPP Project has an already established state-wide network of interested school districts and SEA/Special Education support. The Division on Special Education has agreed to assume 3/4 of the cost of tuition for the trainees taking the projected Extension course that will develop and field-test the model, instructional materials, and processes. The three year project will conduct six classes per year and involve 125-150 participants per year. Several advisory groups will be used: LEA, SEA, and IHE. Three nationally respected special/vocational educators will serve as consultants to provide close monitoring and guidance to project staff.

Evaluation Plan. A formative-summative evaluation design will be utilized. Five major elements will be evaluated: 1) needs assessment; 2) training model and materials; 3) training program effectiveness; 4) instructional materials and processes; and 5) products and dissemination procedures.

Deliverables. The products anticipated from the project will include: 1) a LIFE-CENTERED TRANSITION FROM SCHOOL TO WORK AND COMMUNITY LIVING Curriculum Guide; 2) a TRAINING MANUAL for conducting staff development; and 3) a series of prevocational/life skills instructional units and/or processes to implement the curriculum model. These will be published for national distribution for use in both pre-service and in-service training programs.

Funds are requested in this proposal for personnel and materials upon which to conduct the developmental and product aspects of the project. The State Special Education Division and schools will provide tuition costs for the trainees making this a collaborative effort.

DPP Transition Project

University: Syracuse University
Division of Special Education and Rehabilitation
805 South Crouse Avenue
Syracuse, New York 13210

Project Director: Jan Nisbet

Telephone: (315) 423-4121

Grant Number: G008430063
Grant Period: 9-15-84 to 9-14-87
Amount: 029TH40028 FY 84 - $77,284

Title: Preparing Leadership Personnel in the Area of Transition from School to Employment and Community Living

Description:

The Division of Special Education and Rehabilitation at Syracuse University seeks assistance to prepare leadership personnel in the area of transition from school to adult life. Individuals receiving doctoral level training in this area of transition will be prepared to: 1) develop and evaluate service delivery models which address the transition needs of disabled youth; 2) conduct research and write scholarly papers on the variables that affect successful transitions; 3) train and supervise service providers including vocational educators, community college personnel, and rehabilitation counselors; 4) design programs and develop longitudinal curricula which will prepare disabled students for a variety of integrated employment and living options, and 5) establish effective linkages between educational systems and adult service agencies which results in the effective coordination of the Individualized Education Program (IEP), the individualized Written Rehabilitation Plan (IWRP), and the Individualized Service Plan (ISP).

The need for leadership personnel who will focus on the transitions from school to adult life is based on local and national data which indicate that the overwhelming majority of handicapped students graduate into either overly restrictive sheltered vocational and residential services, or nothing at all. In order to effectively modify this trend, special and vocational education, rehabilitation and residential service systems must be fully understood, analyzed, and modified. Innovative practices and policies must be developed to meet the unique needs of these graduating students. To accomplish this goal, new leaders must be trained.

The proposed leadership preparation program combines the expertise of faculty members in a broad range of areas including: Special Education, Rehabilitation, Human Policy Studies, Adult Education, Business Management and Social Work. It also draws upon the strong working relationships with area public school systems, the Office of Vocational Rehabilitation and a variety of residential, parent and advocacy organizations, and continuing educational agencies.

DPP Transition Project

University: University of Oregon
Division of Special Education and Rehabilitation
Eugene, Oregon 97403

Project Director: Hill Walker

Telephone: (503) 686-5311

Grant Number: G0084300616
Grant Period: 9-15-84 to 9-14-87
Amount: 029TH40020 FY 84 - $90,763

Title: Consortium for Youth with Disability: Leadership for the Transition Years

Description:

The Consortium for Youth with Disabilities is a response to the need for leadership personnel who focus on the transition from school to work and adult life. The Consortium brings together University training programs in Special Education, Vocational Rehabilitation, Public Policy, Human Services, and Business to examine the range of issues and policy problems that become salient in the transition years.

The Consortium will operate within the University of Oregon as a cross-disciplinary project that involves both faculty and students. Six to twelve advanced graduate students from various disciplines will participate each year in: (a) a year-long seminar on transition issues; (b) a supervised apprenticeship experience related to transition; and (c) a research group developing information and resources for transition practices. Faculty from each discipline will participate in the seminar, serve as advisors to students from other disciplines, and conduct research that results in knowledge related to transition. In addition to the skills acquired by participating students and faculty, the Consortium will produce each year a monograph of studies and resources related to transition from school to work and adult life.

DPP Transition Project

University: Boston College
Division of Special Education and Rehabilitation
140 Commonwealth Avenue
Chestnut Hill, Massachusetts 02167

Project Director: Richard M. Jackson

Telephone: (617) 552-8429

Grant Number: G008430060
Grant Period: 9-15-84 to 9-14-87
Amount: 029TH40014 FY 84 - $88,858

Title: The Multidisciplinary Preparation of Personnel to Work With Visually/Multiply Handicapped Youths in Transition

Description:

Boston College is applying for financial assistance under the Hanicapped Personnel Preparation program to aid in the preparation of six masters level professionals for each of three years who will impact upon the educational needs of visually/multiply handicapped youth in transition. Because no known preparation model exists to accomplish this objective and because Boston College is renowned for its leadership and excellence in several, more traditional areas of visually handicapped personnel preparation, this application is submitted under completition 84-129T-Preparation of Leadership Personnel for the Transition to Adult and Working Life.

Visually handicapped youths, with or without concommitant disabilities, are currently in serious jeopardy as they attempt to cope with the transition from school to independent community living. With DPP assistance, Boston College can initiate a new comprehensive and multidisciplinary masters degree program by selectively combining offerings from the orientation and mobility (peripatology) program with offerings from the rehabilitation teacher and career/vocational specialist programs to produce a substantive, appropriate and competency-based curriculum. Practica and internship settings and activities for this new transition specialist are abundant in the greater Boston area since the visually handicapped population in the range of 16-22 is progressively increasing in size.

Graduates of the program would qualify for American Association of Workers for the Blind certification in both orientation and mobility and rehabilitation teaching. They would enter the field able to participate in multidisciplinary team planning, able to assess the personal environmental and vocational capabilities of each individual youth, and able to design, deliver and manage a program for maximum community integration. Moreover these graduates would be able to initiate staff development and other inservice projects in agencies attempting to serve individuals in transition.

DPP Transition Project

University: University of Texas
Department of Special Education
EDB 306
Austin, Texas 78712

Project Director: Carl E. Hansen

Telephone: (512) 471-4161

Grant Number: G008430059
Grant Period: 9-15-84 to 9-14-87
Amount: 029TH40012 FY 84 - $93,700

Title: Preparation of Leadership Personnel In The Transition To Adult Working Life

Description:

This proposal requests funds for the expansion of the University of Texas Department of Special Education doctoral training in the area of transitional skills needed in moving from school to adult working life. Funds requested in this proposal will be used to establish a training sequence which will increase the supply of trained personnel with expertise in problems inherent when handicapped children move from school to work. A substantial portion of the funds requested will be used for recruitment and support of students. The remainder of the funds will be used to expand current on-campus practicums and support instructional personnel specific to this project. The University of Texas Department of Special Education has been training personnel in special education since 1965. Since 1980, the Department has also offered doctoral training in the area of vocational rehabilitation. We feel that the fact that both rehabilitation and special education have strong faculty in the same department will accelerate the delivery of this training. The University of Texas is a major research and graduate training institute in the Southwest and provides leadership training on a national level. It also provides for a pre-service training on a masters and baccalaureate level for special educators and rehabilitation personnel. Funds requested in this project are to support the development of national leadership personnel who are skilled and competent to address problems faced by handicapped youth in transition from school to work.

DPP Transition Project

University: Virginia Commonwealth University
School of Education
Box 568, MCV Station
Richmond, Virginia 23284

Project Director: Sherril Moon

Telephone: (804) 257-1851

Grant Number: G008430058
Grant Period: 9-15-84 to 9-14-87
Amount: 029TH40008 FY 84 - $115,162

Title: Training Statewide Transition Teams for Severely Handicapped Students

Description:

The proposed project is designed to train teams of special education, rehabilitation, and developmental disabilities professionals, who have been identified as leaders in their state, to serve as statewide transition team trainers for local school transition teams. Local teams will probably be comprised of parents, special and vocational educators, rehabilitation counselors, and developmental disabilities case managers. Through a week-long graduate credit course offered by a team of professionals, these statewide transition team trainers will learn to: a) train local school division transition teams to write and implement effective transition plans for youth with severe handicaps; b) train teachers and adult service providers to implement functional vocational training programs which are directly related to appropriate local employment options; and c) train special and vocational educators, rehabilitation counselors, and adult service providers to establish supported employment for adolescents and adults, aged 16 to 22, who have severe handicaps.

The teams of professionals coming to Virginia Commonwealth University for this training will have been identified by state agency and parent and advocacy groups according to criteria established by project staff and course instructors. The project will provide stipends to offset the expenses of travel and the week-long stay in Richmond. Besides offering the initial course training, the prject staff will offer on-site technical assistance to any local transition team receiving training from the statewide transition trainers. Finally, the project staff, in conjunction with statewide trainers, will provide workshops and develop written and audio-visual products for use by educators, parents, rehabilitation professionals, and adult service providers related to the transition of youth with severe handicaps from school to work. Some of these products will include training manuals on transition planning and supported employment placement and training, training videotapes, and topical newsletters.

This project will train at least 24 statewide trainers (eight teams of three or twelve teams of two) during the first 18 months of the project. The professionals will come from the six states in the Region III Rehabilitation Services Administration Area, including Virginia, Washington, D.C., Pennsylvania, Maryland, Delaware, and West Virginia. During the final 18 months of the project, 18 more trainers from Region III and selected states across the country will be trained. A minimum of 24 local school division transition teams in Region III and 12 in other parts of the country will receive on-site technical assistance from the project staff. This training should facilitate the transition from school to appropriate employment or vocational training programs for between 200 and 300 students during the three-year period.

Project staff will include a director, two full-time transition trainers, a graduate assistant, and several consultants who are nationally noted professionals in the fiels of special and vocational education and rehabilitation. The staff and consultants will be assisted by an advisory board, consisting of a parent, a state department of education professional, a state level rehabilitation services professional, and others. Several other professionals will be involved in the week-long course for statewide trainers. These include special education and rehabilitation counseling faculty at V.C.U.; staff members of the VCU-RRTC and Vocations in Technology project; DRS state trainers; local school transition teams that have implemented successful transition plans; and employers and job trainers from Virginia's supported employment sites, including competitive jobs, work crews, and sheltered industry.

The ultimate aim of this project is to train professionals at the state level to provide training to local transition teams responsible for the appropriate job placement of young adults with severe handicaps. Because a "train the trainer" approach will be used, there will be people available to help school, rehabilitation, and adult service personnel successfully implement the transition process long after the three-year funding cycle of the project.

DPP Transition Project

University: University of Illinois
Vocational and Technical Education
354 Administration Building
Champaign, Illinois 61801

Project Director: L. Allen Phelps

Telephone: (217) 333-2325

Grant Number: G008430089
Grant Period: 9-15-84 to 9-14-87
Amount: 029TH40019 FY 84 - $84,600

Title: Transitional Programming for Handicapped Youth: Interdisciplinary Leadership Preparation Program

Description:

Need

Recent follow-up studies and census data continue to reveal that handicapped youth encounter much higher rates of unemployment and underemployment than do their non-handicapped peers. While most communities have programs designed to serve the job preparation and school to work transition needs of these individuals (vocational education, special education, vocational rehabilitation, JTPA, social services), these programs are not well interfaced and systematically coordinated to assure that the needs of individual handicapped youth are met.

Teacher education and staff inservice programs in each of these fields have begun to address this problem, but generally have not done so using a comprehensive, interdisciplinary approach. There is a critical shortage of faculty members in colleges and universities who can implement personnel preparation programs of an interdisciplinary nature to improve the delivery of secondary education and transitional services to handicapped youth. There is also a shortage of individuals in local schools, postsecondary education institutions, rehabilitation agencies, business and industry, and other community agencies who can: (a) implement a comprehensive transition program with appropriate support services, and (b) provide effective inservice training to their colleagues relative to the concept of comprehensive transitional programming.

Objectives

1. To prepare twenty individuals via an interdisciplinary masters program to design, implement, and evaluate exemplary transitional programming and to provide community-based inservice programs concurrently to co-workers, parents, and personnel in business and industry.

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2. To prepare six individuals via an interdisciplinary doctoral program to design, implement, and evaluate collaborative personnel preparation programs focused on improving the school to work transition for handicapped youth.

3. To formatively evaluate the program and develop appropriate informational materials which describe and assess the process of program development, as well as the program and student outcomes.

4. To conduct an annual national forum on the school-to-work transition of handicapped youth.

5. To identify and utilize a program advisory committee composed of national, state, and local leaders from the various disciplines represented in the program.

Competencies

Graduate students will be recruited from several disciplines including vocational rehabilitation, special education, vocational education, social work, mental health/developmental disabilities, and business and industry. Each student will have an individualized program of study enabling them to develop or expand their competencies in the following core areas:

a. Elements of Transitional Programming (including secondary special education, career development and vocational programming, vocational rehabilitation, social services for youth, postsecondary and adult education, and training in business and industry).

b. Organizational and Social Change (including organizational development strategies; leadership, organization, and change theory; community program planning; and field-based research and evaluation techniques).

c. Personnel Development (including inservice staff development, teacher education, psychology of college teaching, and higher education).

d. General Degree Requirements (including thesis research, perspective options, and foundation requirements).

Program Plan

Students will be recruited on a national level and selected to participate in the doctoral (2 1/2 year) and masters (1 year) programs. Students selected for the program will receive an assistantship stipend, plus a waiver of tuition and fees. The program will be implemented under the direction of a Faculty Core Team, composed of faculty members from four departments on campus (Special Education, Rehabilitation Education Services, Vocational and Technical Education, and Social Work). In addition to completing coursework in the core areas, the doctoral students will participate in an advanced seminar each semester to examine critical and emerging issues. During the latter stages of their program, all students will complete either a practicum (masters students) or internship experience (doctoral students). For the masters students, these practica will be conducted in nearby schools, rehabilitation facilities/centers, hospitals, business and industry training programs, community colleges, and adult service agencies. Doctoral students will have the opportunity to complete an internship in settings such as university-based teacher or counselor education programs, state or federal education agencies, or research and development projects. A Program Advisory Committee composed of national, state, and local leaders from the various disciplines will: advise the Faculty Core Team and students in the design of the program; provide an on-going evaluation of the program activities; and facilitate the dissemination of program information, recruitment of students, and placement of graduates. Annually, the program will sponsor a three-day national forum on school-to-work transition that will provide students with the opportunity to interact with scholars, policymakers, and other leaders relative to current trends and issues in policy and program development. The proceedings will be published and disseminated nationally. Members of the Faculty Core Team and the doctoral students will attend at least one national convention annually and make a presentation regarding the program and/or their related research activities.

DPP Transition Project

University: University of Vermont
Special Education-Social Work/Social Services
405A Waterman Building, UVM
Burlington, Vermont 05405

Project Director: Susan Brody Hasazi

Telephone: (802) 656-2936

Grant Number: G008430090
Grant Period: 9-15-84 to 9-14-84
Amount: 029TH40009 FY 84 - $110,796

Title: A Statewide Model for Leadership Training of Transition Educators to Human Services Personnel

Description:

The central purpose of this project is to train leadership personnel in each of the 16 Special/Vocational Educational Service Regions (S/VESR) who will be responsible for training special and vocational education teachers in community-based work transition programming for mildly to severely handicapped adolescents. These core individuals will be either special education work placement coordinators or cooperative vocational education instructors, both of whom are attached to the service region's area vocational center. Additionally, a minimum of two individuals from each of the state's four Rehabilitation Service Regions (RSR) will be included in this training project.

Objectives

To achieve this project purpose, the following objectives will guide this leadership personnel training effort:

1. A Project Advisory Committee (PAC) will be appointed consisting of SEA and LEA representatives from vocational education, special education, vocational rehabilitation, mental health, employers, and parent groups. The PAC will provide advice on project activities, and review pre-service curricula relative to work transition programming.

2. Thirty-two state-wide leadership personnel will be identified and recruited from the 16 S/VSERs and 4 RSRs to receive a two-year intensive Masters of Education program. They will ultimately function as training specialists of other special, vocational, rehabilitation, and mental health professionals in their respective service delivery domains.

3. Two cohorts of trainees will receive the two-year M. Ed. program over the three-year project duration. The course programming will feature both on-campus and interactive school/community-based training and supervision. The overarching focus will be on the skills necessary to train, place, and follow-up secondary-aged mildly to severly

handicapped students, and to plan for their transition to the adult community and working life utilizing local human service delivery systems and generic post-secondary services.

4. Throughout the project, the competencies and activities associated with this statewide leadership training model will be disseminated on a regional and national scale.

5. Preservice trainees will be evaluated both formatively and summatively relative to their performance in coursework, practica, and ability to plan for and access appropriate adult and post-secondary services. Project activities will be formatively evaluated on an ongoing basis.

DPP Transition Project

University: University of New Orleans
Department of Special Education and Habilitative Services
Lakefront
New Orleans, Louisiana 70148

Project Director: Fred W. Litton

Telephone: (504) 286-6837

Grant Number: G008430091
Grant Period: 9-15-84 to 9-14-87
Amount: 029TH40030 FY 84 - $73,500

Title: Multidisciplinary Preparation of Master's Level Leadership Personnel in Transitional and Adult Services for the Handicapped

Description:

The purpose of this project is to prepare leadership personnel for a variety of specialized community services to the handicapped individuals in their transition from school to community living and work in the Greater New Orleans Region. Because of the complexity of handicapped adult services, the University of New Orleans, Department of Special Education and Habilitative Services is combining training efforts with Southern University - New Orleans (a Black institution) School of Social Welfare and Louisiana State University Medical School, Department of Rehabilitative Counseling - both within close proximity in the city of New Orleans. This multidisciplinary training approach is an attempt to combine Education, Rehabilitation, Social and Human Service Disciplines, in order to meet a new but critical professional services need.

The University of New Orleans is a major provider of special education and Habilitative personnel in the region and has the only doctoral training program within the State of Louisiana and within the Louisiana State University System. The Department has expanded its full time faculty from 7 in 1982 to 14 for 1984, 12 of whom are graduate faculty. In addition, some faculty from Southern University and LSU-Medical School will be utilized along with other College of Education personnel (i.e. Adult Education and Guidance and Counseling), in this unique training effort.

Leadership personnel will work toward the Master's degree in Special Education and Habilitative Services at UNO with emphasis on adult services. Internships and Practicum experiences are abundant within the geographic region. Currently, no other University within the region offers leadership training in this area yet there is a critical need for appropriately trained persons to work with the transition of handicapped youth to adult and working life.

Rehabilitation Services Administration
Transition Project

Grantee: American Foundation for the Blind
15 West 16th Street
New York, New York 10011

Project Director: Susan Jay Spungin
Associate Director for Program Services

Telephone: (212) 620-2031

FY 1984 Grant Award Amount: $85,198

Approved Project Period: 9-1-84 to 8-31-87

RSA Transition Contact Person: Delores Watkins
Division of Resource Development
Rehabilitation Services Administration
330 C Street, S.W. - Room 3323 Switzer
Washington, D.C. 20202
(202) 732-1350

Title: National Leadership Institute for Personnel in Education and Rehabilitation of the Blind and Visually Handicapped

Description:

Because two nation-wide membership associations, the Association for Education of the Visually Handicapped and the American Association of Workers for the Blind, both established in the nineteenth century, have merged during 1984, the time is ripe for joint leadership training of the two professional groups. The new organization is the Association for Education and Rehabilitation of Blind and Visually Impaired. This merger has implications of particular relevance to the United States Education Department training priority on professional skills necessary to the development and implementation of cooperative agreements and service delivery programs between special education and rehabilitation to facilitate the transition of handicapped youth from school to employment.

The American Foundation for the Blind proposes to hold a five-day National Leadership Institute for Personnel in Education and Rehabilitation of the Blind and Visually Handicapped, in the Spring of 1985. Four persons from each state--a rehabilitation specialist, an educator, a parent and a consumer--will be selected to work as teams during the Institute and on follow-up assignments after the Institute. Stipends will be awarded to these 200 participants. Other participants who wish to attend at their own expense will be assigned to their states' teams. It is anticipated that 350 will attend.

The goal of the Institute is to develop collaborative state-wide agreements between education and rehabilitation agencies that will facilitate the movement of blind and visually handicapped students into the work force. The Institute will provide the knowledge and preliminary experience in joint planning which set the stage for collaboration. Follow-up work will lead to development of linkages; identification of missing components in the state's education-rehabilitation process; and drafting of collaborative agreements. Institutes to be held in 1986 and 1987 will provide review of progress and development of skills related to implementation of agreements.

The proceedings of the Institutes will be published and distributed to participants and sold at cost to non-participants. States which make exemplary progress toward preparation or improvement of collaborative agreements will have their models presented in an article in AFB's Journal of Visual Impairement and Blindness.

All DPP TRANSITION PROJECTS FUNDED UNDER ALL COMPETITIONS[1]

FY 84

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[1] All competitions are: 1) Preparation of special educators (B), 2) Preparation of leadership personnel (D), 3) Preparation of related services personnel (F), 4) State educational agency programs (H), 5) Special Projects (K), 6) Transition of handicapped youth to adult and working life (T), 7) Preparation of personnel to provide special education and related services to newborn and infant handicapped children (Q), and 8) Parent organization projects M)

PR NUMBER	S T	FUNDS REQUESTED	FUNDS OBLIGATED	TITLE OF PROPOSAL	GRANT NUMBER	REV.	CONG.	GRANTEE	ENTITY NO.	NAME AND ADDRESS OF APPLICANT PROJECT DIRECTOR/CONTACT PERSON*
029AH40060		57,481 CUM. AMOUNT	57,481 114,962	HNDCPD PRSNL PREP PAG PREP OF SP ED VOCTL RESOURCE SPECIALISTS DTD 09-26-83	G008300695	01	01	210	1860196696A1	ARIZONA STATE UNIVERSITY SPECIAL EDUCATION DEPT TEMPLE AZ 85287 KATHLEEN M MCCOY
029BH40345		101,399 CUM. AMOUNT	45,000 45,000	HPP PREP OF SPEC EDUCATORS:PRESRVC TRNG OF SPEC EDUCATORS & VOC EDUCATORS TO WK COOPERATIVELY IN THE VOC PROGRAMMING OF HAND STUDENTS DTD 11-18-83	G008401318	00	08	210	1066000798A2	CENTRAL CONNECTICUT STATE UNIV DEPT OF VOC,IND ARTS AND TECH ED 1615 STANLEY STREET NEW BRITAIN CT 06050 MICHAEL J WILLIAMS
029BH40350		47,728 CUM. AMOUNT	44,054 44,054	HPP:PREP OF SPECIAL EDUCATORS:MASTERS LEVEL TRAINING FOR VOCATIONAL EDUCATORS OF THE HANDICAPPED DTD 11-15-83	G008401320	00	02	210	1060772160A1	UNIV OF CONNECTICUT SCHOOL OF EDUCATION U - 33 STORRS CT 06268 CLARENCE R CALDEN JR
029FH40004		37,068 CUM. AMOUNT	37,068 37,068	HPP: PREPARATION OF RELATED PRSN A MASTER'S DEGREE PROGRAM TO TRAIN SPECIAL ED HABILITATION SPEC TO ASST HANDICAPPED SECONDARY SCH STDTS DTD 11/21/83	G008401372	00	02	210	1060772160A1	UNIV OF CONNECTICUT SCH OF EDUCATION, SPEC EDUCATION BOX U-64 STORRS CT 06268 JOHN RAKENSTEIN
029EH40022		44,429 CUM. AMOUNT	42,000 84,000 7,136	HPP: PREPARATION OF CAREER EDUCATION SPECIALISTS IN SPECIAL EDUCATION DTD 09-29-83	G008301087	02	10	210	1946017638A1	SAN JOSE STATE UNIVERSITY ONE WASHINGTON SQUARE SAN JOSE CA 95192 GILBERT GUERIN
029FH40050		50,539 CUM. AMOUNT	45,000 45,000	HPP: PERSONNEL PREPARATION TO ASSIST THE HANDICAPPED TOWARD PRODUCTIVE EMPLOYMENT DTD 11/28/83	G008401371	01	10	210	1946017638A1	SAN JOSE STATE UNIVERSITY FDN 1 WASHINGTON SQ SAN JOSE CA 95192 GILBERT GUERIN
029AH40047		94,385 CUM. AMOUNT	87,462 174,924	HPP VOCATIONAL SPECIAL EDUCATION PERSONNEL TRAINING PROGRAM: AN M. A. LEVEL TRAINING PROGRAM AS AMENDED 09-26-83	G008302317	01	98	210	1530196584A1	GEORGE WASHINGTON UNIVERSITY OFF OF SPONS RES/DEPT OF SPEC ED 2121 EYE ST NW WASHINGTON DC 20052 ROBERT IANACONE
029CH40009		69,835 CUM. AMOUNT	67,000 134,000	HPP LEADERSHIP TRAINING IN VOCATIONAL/SPECIAL EDUCATION AT THE DOCTORAL LEVEL DATED 09-28-83	G008300900	01	98	210	1530196584A1	GEORGE WASHINGTON UNIVERSITY OFC OF SPONSORED RES/DEPT/SPEC ED 2121 EYE ST, NW WASHINGTON DC 20052 ROBERT IANACONE

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PR NUMBER	S T	FUNDS REQUESTED	FUNDS OBLIGATED	TITLE OF PROPOSAL	GRANT NUMBER	REV.	CONG.	GRANTEE	ENTITY NO.	NAME AND ADDRESS OF APPLICANT PROJECT DIRECTOR/CONTACT PERSON•
029EH40005		70,942 CUM. AMOUNT	70,942 135,942 2,236	HPP: THE TRAINING OF CAREER EDUCATORS IN SPECIAL EDUCATION: AN EDUCATION SPECIALIST LEVEL TRAINING PROGRAM DTD 09-27-83	G008302315	02	98	210	1530196584A1	GEORGE WASHINGTON UNIVERSITY OFF OF SPON RES/DEPT OF SPEÇ EDUC 2121 EYE ST NW WASHINGTON DC 20052 ROBERT IANACONE
029GH40016		32,800 CUM. AMOUNT	32,800 98,400	HAND PERSONNEL PREPARATION DTD 09/22/83 INSERVICE TRAINING OF SECONDARY SPECIAL ED RESOURCE TEACHERS	G008200401	04	98	230	1530196584A1	THE GEORGE WASHINGTON UNIVERSITY OFC/SPONSORED RES/DEPT/SPEC EDUC 2121 EYE ST NW WASHINGTON DC 20052 RITA IVES
029GH40029		41,000 CUM. AMOUNT	28,082 107,082 14,985	HPP-AN INTERVENTION/IMPLEMENTATION/DISSEMINATION APPROACH FOR TRNG SECONDARY SCHOOL PERSONNEL DTD 09/27/83	G008200334	04	09	111	1596000771A1	ORANGE COUNTY SCHOOL BOARD EXCEPTIONAL STUDENT EDUCATION PO BOX 271 ORLANDO FL 32802 ROYCE B WALDEN
029BH40010		40,100 CUM AMOUNT	40,000 40,000	SEA PROGRAMMING: INSERVICE TRAINING TO PROVIDE APPROPRIATE SERVICES TO SECONDARY HANDICAPPED STUDENTS DTD 11-17-83	G008400623	00	01	121	1826000964A1	IDAHO STATE DEPT OF EDUCATION LBJ BLDG 650 W STATE ST BOISE ID 83720 CHARLES RIDDLE
029BH40386		59,840 CUM. AMOUNT	52,840 52,840	HPP-PREP OF SPEC EDUCATORS:TEACHING ADOLESCENTS IN CROSS-CATEGORICAL SETTINGS DTD 11-21-83	G008401328	00	15	210	1366008480A1	NORTHERN ILLINOIS UNIVERSITY DEPT OF LEARNING DEV & SPEC EDUC DE KALB IL 60115 MICHAEL EPSTEIN WILLIAM BURSUCK
029BH40259		94,517 CUM. AMOUNT	72,500 72,500	HPP PREP OF SPEC EDUCATORS:LEADERSHIP DEVELOPMENT PROGRAM IN VOCATIONAL SPECIAL NEEDS EDUCATION DTD 11-28-83	G008401325	00	21	210	1376000511B8	UNIV OF ILLINOIS TRUSTEES VOCATIONAL AND TECHNICAL ED 506 S WRIGHT ST / 354 ADMIN BLDG CHAMPAIGN IL 61820 L ALLEN PHELPS
029JH40027		152,723 CUM. AMOUNT	119,600 214,315	HPP: SPECIAL PROJECT: NATIONAL NETWORK FOR PROFESSIONAL DEVELOPMENT IN VOCATIONAL SPECIAL EDUCATION DTD 11-14-83	G008303678	01	21	210	1376000511A1	UNIV OF ILLINOIS/BOARD OF TRUSTEE VOCATIONAL & TECHNICAL EDUCATION 345 ADMIN BLDG/506 S WRIGHT ST CHAMPAIGN IL 61820 L. ALLEN PHELPS
029BH40130		103,829 CUM AMOUNT	100,000 100,000	HPP INDIANA STATE UNIV.SECONDARY VOCATIONAL ED FOR THE HANDICAPPED-PREP OF SPEC EDUCATORS-PROGRAM ASSISTANCE GRANT DTD 11/28/83	G008401350	00	07	210	1356001670A1	INDIANA STATE UNIVERSITY DEPARTMENT OF SPECIAL EDUCATION TERRE HAUTE IN 47809 F WAYNE WHEATLEY

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PR NUMBER	S T	FUNDS REQUESTED	FUNDS OBLIGATED	TITLE OF PROPOSAL	GRANT NUMBER	REV.	CONG.	GRANTEE	ENTITY NO	NAME AND ADDRESS OF APPLICANT PROJECT DIRECTOR/CONTACT PERSON*
029QH40057		45,100 CUM. AMOUNT	44,954 178,154 146	DPP PRESERVICE PERSONNEL PREP IN CAREER/VOCATIONAL PROGRAMMING FOR THE HANDICAPPED DTD UNDTD	G008200314	03	07	210	1356018940A1	INDIANA UNIVERSITY FOUNDATION SPECIAL EDUCATION P O BOX 1847 BLOOMINGTON IN 47405 HERBERT J RIETH
029QH40167		33,620 CUM. AMOUNT	33,620 100,860	HPP: LOCAL AGCY COMPREHENSIVE SYS OF PERSNL DVL-MT FOR SECONDARY & VOCATIONAL-TECHNICAL ED PERSONNEL DTD 02/28/83	G008200407	04	03	210	1486029925D1	UNIV OF KANSAS DEPT OF SPECIAL EDUCATION ROOM 377E HAWORTH HALL LAWRENCE KS 66045 THOMAS SKRTIC
029AH40119		67,000 CUM AMOUNT	67,000 134,000	HPP: PREP OF SECONDARY LEVEL SP EDUCATORS FOR RURAL AMERICA DTD 09-30-83	G008300833	01	01	210	161060043987	MURRAY STATE UNIVERSITY SPECIAL EDUCATION DEPARTMENT SPECIAL EDUCATION BLDG MURRAY KY 42071 LAWRENCE W HARRS
029TH40[illegible]		78,367 CUM AMOUNT	73,500 73,500	HPP MULTIDISCIPLINARY PREPARATION OF MASTERS LEVEL LEADERSHIP PERSONNEL IN TRANSITIONAL AND ADULT SERVICES FOR THE HANDICAPPED DTD 07/02/84	G008430091	00	01	210	1720702000A1	UNIV OF NEW ORLEANS DEPT OF SPEC EDUC & HABIL SERVICE LAKEFRONT NEW ORLEANS LA 70148 FREDDIE LITTON
029BH40168		165,669 CUM. AMOUNT	112,803 112,803	HPP:INTERDISCIPLINARY PRSNL PREP PRG IN CAREER/VOC ED FOR HAND-TRNG FOR MA & ADVANCED SPEC STUDENTS TO SRV MIDLY & MOD HANDI PERSONS DTD 11/21/83	G008401356	00	05	210	1520710851A1	UNIV OF MARYLAND DEPARTMENT OF SPECIAL EDUCATI-N COLLEGE PARK MD 20742 DONALD MALEY
029BH40045		116,448 CUM AMOUNT	58,000 58,000	HPP PREP OF SPEC EDUCATORS:MA LEVEL PRE-SRVC SKILL BASED TRNG OF SPEC ED PERSNL IN COMPREHENSIVE VOC REHAB INDUSTRIAL JOB DEV & PLACEMENT DTD 11/28/83	G008401334	00	08	210	1042103547A1	BOSTON UNIV/TRUSTEES 881 COMMONWEALTH AVE BOSTON MA 02215 DONALD SHREY/NORMAN HURSH
029TH40023		74,883 CUM AMOUNT	73,000 73,000	HPP SPEC PROJECT: CAREER EDUCATION PERSONNEL PREP DTD 07/02/84	G008430062	00	05	210	143600385982	UNIV OF MISSOURI/CURATORS UNIVERSITY/MISSOURI - COLUMBIA GRANT CONTRACTS ADM 23 JESSE HALL COLUMBIA MO 65211 DONN E BROLIN

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PR NUMBER	S T	FUNDS REQUESTED	FUNDS OBLIGATED	TITLE OF PROPOSAL	GRANT NUMBER	REV.	CONG.	GRANTEE	ENTITY NO.	NAME AND ADDRESS OF APPLICANT PROJECT DIRECTOR/CONTACT PERSON*
029AH40170		48,963 CUM. AMOUNT	48,963 98,943 10,060	HANDICAPPED PERSONNEL PREP: THE TRAINING OF VOCATIOINAL SPECIAL EDUCATION PERSONNEL A PRE-SERVICE MASTERS DEGREE PROG DTD 09-29-83	G008301564	03	01	210	1026000937B1	UNIV OF NEW HAMPSHIRE OCCUPATIONAL EDUCATION PETTEE HALL DURHAM NH 03824 DAVID LARKIN
029AH40133		114,413 CUM. AMOUNT	74,583 149,166 11,170	HPP: PERS PREP FOR EDUCATORS OF SECONDARY/ADULT SEVERELY HANDI LEARNERS & SERIOUSLY EMOTIONALLY DISTURBED STUDENTS DTD 09-30-83	G008301151	02	37	210	1141368361A2	SUNY RES FDN PO BOX 9 ALBANY NY 12201 KATHLEEN GRADEL/DAVID POMERANTZ
029TH40028		92,828 CUM. AMOUNT	77,284 77,284	HPP SPEC PROJ: PREPARING LEADERSHIP PERSONNEL IN THE AREA OF TRANSITIONS FROM SCHOOL TO EMPLOYMENT & COMMUNITY LIVING DTD 07/02/84	G008430063	00	32	210	1150532081A1	SYRACUSE UNIVERSITY DIVISION OF SPECIAL ED AND REHAB 805 SOUTH CROUSE AVENUE SYRACUSE NY 13210 DR ALISON FORD
029NH40024		62,492 CUM. AMOUNT	52,000 104,000	HPP: PARENT VOLUNTEER FOR INCREASING HANDICAPPED YOUTH'S EMPLOYBILITY: A TRNG OF TRAINERS MODEL DTD UNDATED	G008300639	01	15	210	1316401599A1	OHIO STATE UNIVERSITY RES FDN NATL CENTER FOR RES IN VOC EDUC 1960 KENNY RD COLUMBUS OH 43210 M RICHARDS/L A MCKINNEY
029BH40208		35,906 CUM. AMOUNT	35,906 35,906	HPP PREPARATION OF SPEC EDUCATORS: MASTERS LEVEL TRAINING OF VOCATIONAL-SPECIAL EDUCATORS DTD 11-28-83	G008401615	00	01	210	1936001786A3	WESTERN OREGON STATE COLLEGE OSU-WOSC SCHOOL OF EDUCATION DEPT OF SPECIAL EDUC MONMOUTH OR 97361 DENNIS J FAHEY
029KH40104		65,113 CUM. AMOUNT	65,113 65,113	HPP: TRAINING SCH AND CMTY SRVC PERSNL FOR THE TRANSITION OF SECONDARY HANDICAPPED STUDENTS TO POST SCH ENVIRONMENTS DTD 11/28/83	G008400762	00	01	129	1936001786A3	OREGON ST SYSTEM OF HIGHER EDUC TEACHING RESEARCH DIVISION 345 NORTH MONMOUTH AVENUE MONMOUTH OR 97361 TORY PIAZZA TEMPLEMAN
029KH40142		79,256 CUM. AMOUNT	79,256 79,256	HPP: SPEC PROJECT-SECONDARY LEVEL TEACHER TRAINING PROGRAM DTD 11/28/83	G008400761	00	04	210	1936001786A8	UNIV OF OREGON DIV OF SPECIAL EDUC/REHAB EUGENE OR 97403 ANDREW S HALPERN
029TH40020		90,763 CUM. AMOUNT	90,763 90,763	HPP SPEC PROJECT: CONSORTIUM FOR YOUTH WITH DISABILITY: LEADERSHIP FOR THE TRANSITION YEARS DTD 06/29/84	G008430081	00	04	210	1936001786A8	UNIV OF OREGON DIV OF SPECIAL EDUCATION & REHAB EUGENE OR 97403 HILL M WALKER

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             S    FUNDS       FUNDS          T I T L E   O F   P R O P O S A L                         NAME AND ADDRESS OF APPLICANT
PR NUMBER    T  REQUESTED   OBLIGATED      GRANT NUMBER  REV. CONG.  GRANTEE    ENTITY NO              PROJECT DIRECTOR/CONTACT PERSON*


029JH40018        128,003      120,000  HPP SPEC PROJ:TEACHER CENTER EXPERIENCE FOR SECON-   UNIV OF PITTSBURGH
                                        DARY SCHOOL SPECIAL EDUCATION TEACHERS                OFFICE OF RESEARCH
              CUM. AMOUNT      231,318  DTD 09-29-83 REV 12-15-83                             200 GARDNER STEEL BLDG
                                           G008301637   01    14      210    1250965591A1     PITTSBURGH        PA  15260
                                                                                              NAOMI ZIGMOND

029QH40078         37,720       37,720  HPP VOCATIONAL-CAREER EDUCATION FOR THE               FURMAN UNIVERSITY
                                        HANDICAPPED AS AMENDED 09-30-83                       DEPARTMENT OF EDUCATION
              CUM. AMOUNT      113,160                                                        BOX 28714
                                           G008200420   04    04      210    1570314395A1     GREENVILLE        SC  29613
                                                                                              LESLEY WHEATLEY

029HH40007         82,682       49,078  HANDICAPPED STATE EDUCATIONAL AGENCY PROGRAMMING-     SD DIVISION OF ELEMENTARY & SECON
                                        NEW PROJECTS: PREPARING SPECIAL EDUCATORS FOR         SECTION FOR SPECIAL EDUCATION
              CUM. AMOUNT       49,076  PARTNERSHIPS IN SPECIAL NEEDS VOC TRNG DTD 11-23-8    KNEIP BLDG 700 N ILLINOIS ST
                                           G008400620   00    00      121    1466000364B1     PIERRE            SD  57501
                                                                                              GEORGE R. LEVIN

029TH40012         93,700       93,700  HPP SPEC PROJ: PREPARATION OF LEADERSHIP PERSONNEL    UNIV OF TEXAS
                                        IN THE TRANSITION TO ADULT WORKING LIFE DTD           DEPARTMENT OF SPECIAL EDUCATION
              CUM. AMOUNT       93,700  08/29/84                                              EDB 306
                                           G008430059   00    10      210    1746000203B4     AUSTIN            TX  78712
                                                                                              CARL E HANSEN

029QH40049         81,180       81,180  HPP SPEC EDUCATORS:SECONDARY/VOCATIONAL SPECIAL       UNIV OF VERMONT
                                        EDUC AND CONSULTING TEACHER TRNG PROGRAM              SPEC ED/SOC WK/SOC SVCS
              CUM. AMOUNT      243,540  DTD 09-28-83                                          405A WATERMAN BLDG
                                           G008200468   04    00      210    1030179440A1     BURLINGTON        VT  05405
                                                                                              MARTHA FITZGERALD

029TH40009        110,798      110,798  HPP: A STATEWIDE MODEL FOR LEADERSHIP TRAINING OF     UNIV OF VERMONT
                                        TRANSITION EDUCATORS AND HUMAN SERVICES PERSONNEL     SPECIAL EDUC-SOC WORK/SOC SERVS
              CUM. AMOUNT      110,798  DTD 08/28/84                                          405A WATERMAN BUILDING, UVM
                                           G008430090   00    00      210    1030179440A1     BURLINGTON        VT  05405
                                                                                              SUSAN BRODY HASAZI

029AH40140         77,889       50,697  HPP: PREP OF SPEC EDUCATORS: A COMPETENCY-BASED       VIRGINIA POLYTECHNIC INSTITUTE &
                                        FIELD-BASED MSTRS PRGM FOR VOC SPEC ED DTD 09-29-     STATE UNIVERSITY
              CUM  AMOUNT       98,722  83 AS AMD                                             RESEARCH DIVISION
                                 3,000     G008301464   02    09      210    1546001805A1     BLACKSBURG        VA  24061
                                                                                              SUSAN B  ASSELIN

029BH40289         33,537       29,237  HPP PREP OF SPECIAL EDUCATORS/SPECIAL SECONDARY       UNIV OF WASHINGTON
                                        AND POST SECONDARY NEEDS PROGRAM DTD 11-16-83         COLLEGE OF EDUCATION
              CUM. AMOUNT       29,237                                                        EXPERIMENTAL EDUCATION UNIT
                                           G008401768   00    04      210    1916001537A1     SEATTLE           WA  98195
                                                                                              DAVID RYCKMAN
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             S    FUNDS        FUNDS              T I T L E  O F  P R O P O S A L
PR NUMBER    T  REQUESTED    OBLIGATED     GRANT NUMBER  REV.  CONG.  GRANTEE   ENTITY NO.      NAME AND ADDRESS OF APPLICANT
                                                                                                PROJECT DIRECTOR/CONTACT PERSON*


029BH40355        84,241       82,741  HPP: VOCATIONAL EDUCATION SPECIAL NEEDS/SECONDARY     UNIV OF WASHINGTON
                                       SPECIAL EDUCATION: MASTER'S LEVEL TRAINING            COLLEGE OF EDUCATION
              CUM. AMOUNT      82,741  DTD 11/14/83                                          EXPERIMENTAL EDUCATION UNIT
                                          G008401920    00     04       210    1916001537A1  SEATTLE             WA  98195
                                                                                             JAMES AFFLECK


029CH40005        64,125       64,125  HPP: PREP LDRSHP PRSNL PREPARING LEADERS IN CAREER    UNIV OF WASHINGTON
                                       DVPT FOR THE HNDCPD DTD 09/23/83                      COLLEGE OF EDUCATION
              CUM. AMOUNT     128,250                                                        EXPERIMENT EDUC UNIT WJ-10
                               12,390     G008300641    02     04       210    1916001537A1  SEATTLE             WA  98195
                                                                                             JAMES Q AFFLECK


029DH40006        78,313       78,313  HPP:PROG ASST GRANT:PROVIDING VOC ED OPPORTUNITIES    MARSHALL UNIVERSITY
                                       FOR THE HANDICAPPED THROUGH INSERVICE TRAINING OF     OAS DEPARTMENT
              CUM  AMOUNT     235,753  VOCATIONAL ADMINISTRATORS DTD 09-26-83
                                          G008200447    04     04       210    1556000789A1  HUNTINGTON          WV  25701
                                                                                             BILLY RAY DUNN

029AH40104        26,805       26,805  HPP-SPECIAL NEEDS CONCENTRATION WITHIN M.S. IN        UNIV OF WISCONSIN-STOUT
                                       VOCATIONAL EDUCATION-DTD 09-26-83                     SPECIAL EDUCATION PROGRAM
              CUM. AMOUNT      53,610
                                          G008301224    01     03       210    1396006492B5  MENOMONIE           WI  54751
                                                                                             MARY HOPKINS-BEST


029AH40155        44,982       44,982  HPP-A PROG. TO TRAIN PRE-SRVC. SPEC. ED. MAJORS TO    UNIV OF WISCONSIN/OSHKOSH
                                       SRV. AS SUPPLEMENTAL VOC. ED. PRSNL. IN SECONDARY     BOARD OF REGENTS
              CUM. AMOUNT      89,982  SCHL. SPEC. ED. CLASSROOMS-DTD 09-29-83               800 ALGOMA BLVD
                                          G008301153    01     08       210    1396006461A7  OSHKOSH             WI  54901
                                                                                             WILLIAM WENZEL



029JH40026       145,242      132,000  HPP: DVPL AND DISSEMINATION OF AN INSRVC TRNG         UNIV OF WISCONSIN/MADISON
                                       PACKAGE HELP SP ED ENROLL HNDCPD STUDENTS IN JOB      VOCATIONAL STUDIES CENTER
              CUM. AMOUNT     230,991  TRNG PARTNERSHIP ACT PROGRAMS DTD 11-02-83            750 UNIVERSITY AVENUE, ROOM 446
                                          G008302551    01     02       210    1396006492D7  MADISON             WI  53706
                                                                                             LLOYD TINDALL & MERLE STRONG
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DIVISION OF PERSONNEL PREPARATION

SECONDARY AND TRANSITION PROJECTS

FY 1986

Prepared:

June, 1986

Betty C. Baker
DPP Transition Coordinator
OSERS/Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Telephone: (202) 732-1264

Breakdown of FY 86 DPP Projects
Related to Transition

	Total No. Projects				Total Sec. Level	Trans.	Post-Sec.	Doctoral	Parent	Severe Handicap	Rel. Serv.	Counseling Voc. Eval Career Counseling Paraprof.
TOTALS	88*	Sec.	Voc.	Career	64	10	5	5	3	14	11	$6,431,416
Subtotals for Secondary		33	25	6								
1. Alabama	1	1			1							48,471
2. Alaska	1		1		1							100,000
3. Arizona	0											0
4. Arkansas	1										1	75,376
5. California	7	4	11	11	9						3	484,225
6. Colorado	0											0
7. Connecticut	4	1	2		3	1	1				1	202,313
8. Delaware	0											0
9. District of Columbia	4		2		2					1	1	314,473
10. Florida	1	1			1					1		44,727
11. Georgia	3	3			3					1		185,604
12. Hawaii	1			1	1							88,077
13. Idaho	2	1	1		2							103,430
14. Illinois	5	3	1		4		1	1		1		374,644
15. Indiana	3	3			3							290,339
16. Iowa	0											0
17. Kansas	0											0
18. Kentucky	1	1			1					1		72,129
19. Louisiana	1					1						73,500
20. Maine	1					1						48,541
21. Maryland	2		2		2							·167,724
22. Massachusetts	4		1		1	3				1		325,785
23. Michigan	0											0
24. Minnesota	2								1	1		153,248
25. Mississippi	1		1	1	2							75,000
26. Missouri	1			1	1							75,536
27. Montana	0											0
28. Nebraska	0											0
29. Nevada	0											0
30. New Hampshire	1	1			1							62,425
31. New Jersey	0											0
32. New Mexico	1	1	1		2							72,589
33. New York	5		1	1	2		1	1	1	1	1	383,832
4. North Carolina	2										2	126,470
5. North Dakota	0											0
6. Ohio	3	1	2		3					2		286,345
7. Oklahoma	0											0
8. Oregon	8	3	1		4			2	1	2		565,274
9. Pennsylvania	1									1		94,042
40. Rhode Island	0											0
41. South Carolina	1	1			1							71,221
42. South Dakota	1		1		1							90,820
43. Tennessee	2	2			2							136,292
44. Texas	1					1						93,421
45. Utah	3	2			2						1	137,421
46. Vermont	2		1		1	1						185,930
47. Virginia	3	1	1		2	1				1		313,769
48. Washington	4	2	1		3		1	1			1	[illegible]40,843
49. West Virginia	0											0
50. Wisconsin	4	1	2		3	1	1					[illegible]6,580
51. Wyoming												
52. American Samoa												
53. Guam												
54. Puerto Rico												
55. Trust Territory												
56. Virgin Islands												

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Institution: Auburn University at Montgomery
School of Education
I-85 North
Montgomery, Alabama 36193-0401

Project Director: Dr. Faye Brown Telephone Number: (205) 271-9438
Grant Number: G008630054
Project Number: 029KH60091
Amount: $48,471

Competition and Title: 84.029K - Special Projects, A Generic Training Program for Teachers of Mild Learning Handicapped Students in the Transitional Years

Description:

This proposal is to develop a secondary level teacher preparation model at Auburn University at Montgomery. The Generic Training Program for Teachers of Mild Learning Handicapped Students in the Transitional Years will last three years and is designed to accomplish three broad goals: To develop, to implement, and to evaluate a preservice and inservice teacher training model. It is a two-fold project providing: (1) preservice special education master's degree program (Class A) certification or a special education specialist degree program (Class AA) certification for special education teachers of handicapped students at the secondary level in the area of Mild Learning Handicapped (MLH); and (2) regular classroom teachers at secondary level preservice and inservice training. Both are directed toward the development, implementation, and improvement of the transition in educational programs for the mildly handicapped in the central and southern part of Alabama.

The development of this model is based on certain assumptions: That the handicapped student's transitional needs are frequently not met, and that certain teacher competencies are required in order to respond to these needs effectively.

The teacher training program will focus on the mild learning handicapped, in learning disabilities, mild mental retardation, and mild emotional conflicts, at the secondary level. The needs of the local school districts of Alabama are greatest at the secondary level, as expressed by local school superintendents.

Institution: Alaska Department of Education
Office of Adult and Vocational Education
Pouch F, Goldbelt Building
Juneau, Alaska 99811

Project Director: Carol Veir Telephone Number: (907) 465-2980
Grant Number: G008400734
Project Number: 029HH40042 029GH50036 029GH60018
Amount: $100,000 $100,000 $100,000

Competition and Title: 84.029H - State Education Agency, Tele-START: Tele-communications in Special Training for Rural Teachers

Description:

The project goal is to develop the skills of vocational educators and other personnel who provide an appropriate education for special educational minority students in rural Alaska; and to ensure a coordinated effort in developing life-long educational and employment goals for these vocational special needs students. The focus population is learning disabled.

The project objectives include: a) to identify 100 rural vocational educators and other personnel who desire training to serve the needs of their special education minority students (special needs); b) to plan, organize, coordinate and conduct training sessions that will provide an understanding of special educational needs in vocational education program and IEP planning; c) to plan, organize, coordinate and conduct tele-communication conferences that will provide information and technical assistance for vocational educators serving special education students; d) to utilize instructional television as a viable mode of training; e) to create an advisory board in each of the six regions designated as training sites; f) to plan, organize and conduct four audioconferences with each advisory board each year; g) to develop a newsletter for rural educators on vocational special needs; h) to begin to develop district policies for serving the needs of vocational special needs students; i) to develop a handbook and training modules for training other rural vocational special needs educators not directly served by this project; and j) to develop a slide presentation for training special educators and other interested personnel in the needs of vocational special needs students.

The impact of the training upon the personnel involved will be significant, as there are at present only two persons in Alaska who have training and background in special education, the cultural and linguistic needs of disadvantaged students, and vocational education. The grant proposes to provide an additional 470 persons with the necessary skills to serve these Alaskan students.

Institution: Focus, Inc.
2917 King Street, Suite C
Jonesboro, Arkansas 72401

Project Director: Barbara Semrau Telephone Number: (501) 935-2750
Grant Number: G008530021
Project Number: 029FH50112 029EH60046
Amount: $75,376 $75,376

Competition and Title: 84.029F - Related Services, Rural On-Site Paraprofessional Training Project to Implement Supportive Work for Mildly/Moderately Retarded Students

Description:

The Arkansas State Education Plan, the Arkansas State Vocational Education Plan, sheltered workshop directors, directors of independent living facilities, personnel from the State Division of Rehabilitative Services, and personnel from the State Developmental Disabilities Services identified on-site, competency-based training for paraprofessionals as the primary training need.

The objectives include: 1) to establish an adivsory committee to advise the project staff on matters of general policy and to develop a local system of support after graduation; 2) to train at least 30 paraprofessionals as follow-along job coaches; 3) to provide in-service training for secondary special education teachers, LEA special education supervisors, vo-tech placement specialists, and coordinators of client services on the Supportive Employment Model; 4) to develop strategies for replicating in similar communities, state-wide and nationally, the practices of the rural supportive employment training project; and 5) to conduct a systematic, on-going evaluation of project objectives and timelines.

The target population will be paraprofessionals working with mildly/moderately retarded adolescents and young adults in rural northern and eastern Arkansas.

The major portion of the training is directed toward paraprofessionals in secondary schools, but part of the training is designed for the professional staff to provide appropriate reinforcement and assistance for paraprofessionals involved in the program. An important training component for all personnel will be to delineate the roles of the professional and the paraprofessional when preparing students for supportive work. The training will occur at the schools and training facilities and in the local community.

Paul Bates, Ph.D., will conduct four training workshops for personnel serving students in north and eastern Arkansas. The topic of the workshops will be the role of the professional and the paraprofessional in supportive work settings.

This project will delineate the role of the paraprofessional according to the model proposed by Paul Wehman in Competitive Employment; New Horizons for Severely Disabled Individuals (Paul Brookes Publishers, 1981). Training will be competency-based, and the Focus instructors will train the paraprofessionals as they work with students. Other models on which the curriculum will rely are Wilcox & Bellamy, Design of High School Programs for Severely Handicapped Students (Paul Brookes Publishers, 1983) and Woods, Young, & Judd, The Expanded Placement Process (Focus, Inc., 1984).

Institution: California State Department of Education
Office of Special Education
721 Capitol Mall, Sixth Floor
Sacramento, California 95814

Project Director: Karl E. Murray Telephone Number: (916) 323-4784
Grant Number: G008400610

Project Number:	029HH40024	029GH50026	029GH60014
Amount:	$60,000	$60,000	$60,000

Competition and Title: 84.029H - State Education Agency, Personnel Preparation to Assist Handicapped Toward Productive Employment

Description:

Purpose

Project Interdependence has been a model interagency development project involving California's high school youth (with and without disabilities) and professionals in the fields of education, rehabilitation, parks and recreation, and related human service fields. The purpose of this project is to develop school and community-based programs which model full integration of students with disabilities into mainstream school and community environments through cooperative learning activity and curriculum. These school/community programs focus on increasing disability awareness and career understanding and opportunities for students with disabilities in four industry tracks: arts, science, sports, and recreation.

Organization and Management

The development and management of Project Interdependence is governed by an interagency agreement between the State Departments of Education and Rehabilitation in cooperation with the Department of Parks and Recreation in partnership with local community agencies and the private sector.

Principal Need

Establishment of a personnel development program and dissemination model utilizing innovative approaches to preparation and training that provide personnel with the capability and basic competencies necessary to implement student-oriented, Interdependence training programs and activities on a regional and local basis. To date, this has been an intensive, immersion style training of six days which centers on training students (with and without disabilities) along with adults. It has become evident that a sequence of skills, practice, and application trainings for key educational and county are necessary to augment this primary training experience called Discover Interdependence in order to facilitate real change in local education agencies (LEAs) and communities.

Objectives

Based on the positive independent research evaluation of this pilot program through 1983, the State Department of Education is making application for funds for the development and dissemination of an intensive series of professional immersion trainings to occur throughout a three-year period at or involving 20 LEA sites and six cooperating IHEs.

California State Department of Education - continued

Objective I. To develop, implement, and disseminate a joint six-day, intensive, experiential leadership development training (in-service) for teachers and administrators in special and regular education from selected LEAs statewide.

Objective II. To develop, implement, and disseminate a three-day intensive experiential leadership development training (in-service) for professionals in the fields of rehabilitation, human services, parks and recreation, interested parents, community volunteers, and corporate and business personnel to help serve as a community support network to the teachers and professionals trained in Objective I.

Objective III. To develop, implement, and disseminate innovative experiential approaches for local in-service training which enhance the capabilities and competencies of special and regular education personnel, community support networks including parents, and high school students to support the continuation of local Interdependence activities, projects, and curriculum.

Objective IV. To develop, implement, and disseminate semester-long (quarter) personnel preparation courses and practices based on the Interdependence concept and training modules at either the undergraduate and/or graduate level in cooperation with California Institutions of Higher Education. These courses would focus on students in the fields of special and regular education, education administration, rehabilitation, and allied human service fields.

Training Design

The proposed training model will utilize a variety of adventure-based, immersion experiences designed to maximize group interaction of people with and without disabilities in an effort to demonstrate the values, issues, and abilities held in common by all people.

Local school/community-based follow-up programs will be designed to provide opportunities for the acquisition of basic skills by students with and without disabilities working together cooperatively in implementing the concept of "interdependence".

Outcomes

The intended outcome is to have better trained professionals who can facilitate high school students acquiring better skills and increased social responsibility which result in expanded career awareness and opportunities. A result of this training model will be to increase effectiveness of mainstreaming efforts on high school campuses for promoting increased social interactions and shared curriculum between students with and without disabilities throughout California. Augmenting these in-service trainings will be the development of a personnel preparation course for undergraduate and graduate students involved in teacher training or school administration based on the field-based training model outlined.

Institution: California State University, Long
Beach Foundation
Center for Career Studies
1250 Bellflower
Long Beach, California 90840

Project Director: Dr. Leondard Albright Telephone Number: (213) 498-5633
Grant Number: G008630049
Project Number: 029KH60064
Amount: $78,227

Competition and Title: 84.029K - Special Projects, Preparing Secondary Special & Vocational Educators in Curriculum-Based Vocational Assessment and Planning Strategies

Description:

The project will prepare special and vocational educators in providing curriculum-based assessment and planning services to handicapped students in secondary level vocational education programs. This critical training need stems from: (a) the highly prescriptive special services mandate in the recently enacted federal vocational education legislation; and (b) the shortage of training programs which address the collaborative roles of special and vocational educators in delivering assessment and planning services to handicapped students in regular vocational education settings.

During the initial two project years, a minimum of 120 special and vocational educators from six locations in the country will receive inservice and preservice training in the use of curriculum-based vocational assessment and planning strategies. This training will be delivered via a series of competency-based modules developed during the first year of the project. The system and training modules will stress three interrelated phases: (1) essential assessment and planning activities conducted prior to the student's entry into a vocational education program; (2) monitoring activities of student's participation in the training program; and (3) facilitating activities designed to ease the transition from school to work. Formative field-test evaluation data, collected from participants and directors, will be used to refine the system's processes and products prior to diffusion and adoption efforts planned for the final project year.

The personnel training program will ultimately fulfill the federal mandate to serve the employment and training needs of handicapped youth. Specifically, this program will prepare a cadre of special and vocational educators from six states to design individually appropriate vocational support services for handicapped students. The training products resulting from this project will also be available for infusion into existing vocational special education personnel preparation programs at universities throughout the country.

Institution: California State University
Office of Research and Sponsored Projects
18111 Nordoff
Northridge, California 91330

Project Director: Lynne Cook Telephone Number: (818) 885-2596
Grant Number: G008535037
Project Number: 029BH50119 029AH60119
Amount: $80,000 $90,000

Competition and Title: 84.029B - Special Educators, Secondary School Resource Specialist Training Project (RST)

Description:

The primary purpose of the proposed project is to provide training for preservice resource specialists (RSTs) to develop skills for providing indirect services to handicapped adolescents. The training is designed to develop competencies in consultation and inservice training with regard to the instruction of learning handicapped adolescents. The methods course will focus on instructional strategies for facilitating the successful integration and effective instruction of learning handicapped students in regular classrooms in secondary schools. The consultation training content will focus on the development of interpersonal process skills as well as collaborative problem-solving strategies. The staff development content will include an emphasis on best practices in needs assessment, adult learning and inservice education.

The secondary purpose of the project is to develop and implement a field based model in which RSTs apply their knowledge of instructional strategies and skills in collaborative problem solving in actual consultation and inservice with teachers, parents, and other professionals in secondary schools.

A total of 75 RSTs will receive training during the three year project. Trainees will each train and consult with at least three teachers and one parent during their year long program.

Through the three years of the project an estimated 75 preservice RSTs will complete training for RST Certificates. The field based coaching will be provided to 30 RSTs who will train an additional 60 classroom teachers, 20 parents and 10 administrators in instructional methods for handicapped adolescents.

At the completion of each year of training, 10 RSTs will be selected to serve as trainers for a new group of preservice RSTs. The training-of-trainers design assures the wide impact of this program.

Institution: San Jose State University Foundation
One Washington Square
San Jose, California 95192

Project Director: Dr. Gilbert Guerin Telephone Number: (408) 277-2646
Grant Number: G008630059
Project Number: 029WH60019
Amount: $59,533

Competition and Title: 84.029W - Rural, Personnel Preparation for Rural Special Education Teachers

Description:

Over 2,000 special education teachers are employed annually on an emergency basis in California, many in rural areas. Emergency teachers have only six units of special education and are hired when properly certified teachers cannot be found. This project is designed to provide a model preservice training program for rural special education teachers in this state.

The participants in this program are regular education teachers working on their special education certification or special educators working with emergency certification who must complete a program of special education training. These special education teacher candidates live in the extensive rural areas served by San Jose State University. To accommodate these participants, instruction will be held in rural areas through live, interactive television broadcast from the campus and in weekend classes held at remote field sites.

The program is designed to provide the necessary instruction for certification as Learning Handicapped or Severely Handicapped Special Education Teachers, as well as to provide skills especially needed by special educators in rural areas. Specialized training includes training in working with parents and community groups, adapting instruction for specific community characteristics, use of teaching methods that allow for great diversity of instruction, and the use of educational technology including computer assisted instruction.

This program also prepares these teachers to infuse pre-vocational career education programs into each special education student's program with the view to helping these students to make the transition from school to work and life at the end of their formal schooling. This program will significantly improve California rural special education programs. It provides financial support for the participants and for coordination and clerical support.

Institution: San Jose State University Foundation
One Washington Square
San Jose, California 95192

Project Director: Gilbert Guerin Telephone Number: (408) 277-3681
Grant Number: G008401371

Project Number:	029FH40050	029EH50038	029EH60044
Amount:	$45,000	$45,000	$45,000

Competition and Title: 34.029F - Related Services, Personnel Preparation to Assist the Handicapped Toward Productive Employment

Description:

This project is designed to provide preservice training for personnel who can assist handicapped students in the successful transition from school to productive employment. Participants are drawn from professions that can help the handicapped achieve this goal. This interdisciplinary group includes occupational therapists, special education educators, vocational educators and work experience coordinators.

The project provides a model program that prepares participates in the areas of: 1) nonvocational social behaviors that are required to function in a work setting, 2) skills necessary to perform functions related to vocational tasks, 3) agency and parental involvement that supports successful transition and 4) practical experience among both the severely and mildly handicapped. These experiences will be offered at the graduate level and can be used as a focus within an advanced degree.

This advanced training has been prepared in cooperation with state funded Work Activity programs in this geographic area. One cooperating program provides extensive experience opportunities with the severely handicapped, while another is focused more heavily on the mildly handicapped. They will serve as both demonstration and practicum sites.

This project will significantly improve the vocational programs that serve handicapped students. It provides financial support for the participants and for coordination and clerical support.

Institution: San Jose State University Foundation
One Washington Square
San Jose, California 95192

Project Director: Gilbert Guerin Telephone Number: (408) 277-3681
Grant Number: G008530025
Project Number: 029FH50049 029EH60020
Amount: $56,605 $56,605

Competition and Title: 84.029F - Related Services, Personnel Preparation to Assist the Handicapped in Transition from School to Work

Description:

This project is designed to provide preservice training for personnel who can assist handicapped students in the successful transition from school to productive employment. Participants are drawn from professions that can help the handicapped achieve this goal. This interdisciplinary group includes work experience educators, school psychologists and special education teachers.

The project provides a model interdisciplinary program that prepares participants in the areas of: 1) vocational assessment designed to assist in vocational preparation and counseling, 2) vocational skill and social behavior preparation that leads to appropriate work related behavior, 3) agency and parental involvement that supports successful transition, and 4) practical experience with both the severely and mildly handicapped. These experiences will be offered at the graduate level and can be used as a focus within an advanced degree.

This advanced training has been prepared in cooperation with state funded Work Ability programs in this geographic area. One cooperating program provides extensive experience opportunities with the severely handicapped, while another is focused more heavily on the mildly handicapped. They will serve as both demonstration and practicum sites. The Special Education Division also operates a privately funded vocational assessment center for the handicapped and it will serve as a demonstration and practicum site for the assessment component.

This project will significantly improve the vocational programs that serve handicapped students. It provides financial support for the participants and for coordination and clerical support.

Institution: University of Southern California
Department of Occupational Therapy
12933 Erickson Avenue
Downey, California 90242

Project Director: Florence Clark Telephone Number: (213) 922-7205
Grant Number: G008400770

Project Number:	029FH40005	029EH50019	029EH60031
Amount:	$94,860	$94,860	$94,860

Competition and Title: 84.029F - Occupational Therapy Student Training for High School Based Independent Living Skills Development

Description:

The purpose of this "Preparation of Related Services Personnel Grant" is to train occupational therapy students to develop and implement independent living skills (ILS) programs for severely handicapped high school students. Its focus emanated from priorities that had been set forth by the California State Educational Agency. In the California State Plan for Part B of the Education of the Handicapped Act for fiscal years 1984-1986, preparation of personnel who could promote independence and better integration with normal peers of severely handicapped students is identified as a major priority. In the section on needs assessment and inservice training, in the part on mainstreaming and least restrictive environment, the need for training programs, that focus on the development of independence in handicapped students that prepare them for mainstreaming is singled out as another priority. Through the implementation of this grant, occupational therapy students at the Master's level have begun to be trained in how to provide programs for severely handicapped high school students that will facilitate the transition from self-contained to mainstreamed classrooms and from mainstreamed classrooms into satisfying and productive community living upon graduation. The project is serving as a national model for training occupational therapy students to meet the documented (in our initial proposal) unmet needs of severely handicapped adolescents through the collaboration of the Anaheim Union High School District and the University of Southern California, Department of Occupational Therapy. The objectives of the project are as follows:

1. To improve the ability of occupational therapy students to develop the independent living skills of handicapped high school students who reside in the community.

2. To prepare occupational therapy students to develop parents' capacity to facilitate rather than impede, the severely handicapped high school students' acquisition of independent living skills.

3. To improve the ability of occupational therapy students as related service providers to work within school settings and with special educators.

4. To generate program guidelines for the implementation of independent living skills programs in high schools.

5. To modify the University of Southern California Occupational Therapy Curriculum to include the knowledge, skills, and attitudes which are essential for students to possess for developing severely handicapped high school students' maximum independence in the community.

6. To enable occupational therapy students to implement and evaluate the effectiveness of the independent living skills programs for handicapped students.

Institution: Central Connecticut State University
Department of Vocational, Industrial Arts
and Technology Education
1615 Stanley Street
Hartford, Connecticut 06050

Project Director: Dr. Michael J. Williams   Telephone Number: (203) 827-7379
Grant Number: G008401318
Project Number: 029BH40345   029AH50085   029AH60032
Amount: $45,000 $50,000 $57,000

Competition and Title: 84.029B - Special Educators, Preservice Training of Special Educators and Vocational Educators to Work Cooperatively in the Vocational Programming of Handicapped Students

Description:

This proposal will further the development of a program that is now established and implemented. The funds are being requested to assist in the further development and implementation of a secondary level (grades 7-12) project which is designed to fill a need which has been documented both in Connecticut and nationally. Its overall purpose is to provide present and future personnel in the areas of counseling, vocational education, and special education with the knowledge and skills to work cooperatively in the vocational programming of handicapped youth.

The planning of this program involved instructors from elementary school through high school, local school administrators, as well as State Department of Education personnel. This is a cooperative program which involves vocational education, special education, and counseling on an equal basis. This is the type of cooperation which has been consistently recommended in the literature (Albright and Clark, 1977) and by the U.S. Department of Education.

To date, the program development has involved practicing teachers in the field (needs analysis, competency validation and training activity recommendations) parents of children with special needs (needs analysis) and members from the Connecticut State Department of Education, area service agencies, other universities and an Advisory Council. At the time of the writing, four of the five courses that have been developed have been implemented. The competencies emphasized in these courses have been identified and validated by practioners in the field. In addition, training activities have been recommended for each competency. The Special Education Program now has an Occupational/Special Needs track as one of the three tracks available to individuals seeking a master's degree or certification in Special Education. The Industrial Arts Department requires all of its majors to take a course in the area of Vocational/Special Needs, and counselors are required to take courses introducing them to Vocational Education and to the area of Special Education.

Central Connecticut State University - continued

The funds requested in this proposal for 1984-1987 are to enable the project staff to fully implement all program courses; develop a course in Vocational Assessment for special educators, counselors, and vocational educators; develop an industrial internship program for vocational educators and special educators that will emphasize the integration of the handicapped into the work place and a linkage between education and the world of work; to provide incentives to recruit more special educators into the Occupational/Special Education option; and to continually update the materials available for use in the teaching of program courses.

Institution: The University of Connecticut
School of Education
U-33
Storrs, Connecticut 06268

Project Director: Dr. Clarence R. Calder, Jr. Telephone Number: (203) 486-2429
Grant Number: G008401320

Project Number:	029BH40350	029AH50032	029AH60026
Amount:	$44,054	$44,054	$44,054

Competition and Title: 84.029B - Special Educators, Masters Level Training for Special Vocational Educators of the Handicapped

Description:

The University of Connecticut has an outstanding reputation for training special and vocational educators for roles as teachers, researchers and administrators. Indeed, while other universities in New England offer training at the B.A. and M.A. levels in some of the sub-areas of vocational education; only the University of Connecticut has programs of study in all of the following major vocational education specialties: Vocational Agriculture, Home Economics, Distributive, Vocational Guidance, Rehabilitation, Health, Business, Technical and Industrial Education. The University of Connecticut is also unique in that it is the only institution of higher education in New England which offers a Ph.D. level program of study in the area of Technical and Industrial Education.

For these reasons, it only seems logical and appropriate for the University of Connecticut to combine these two areas of expertise into a training program, one which trains vocational educators with the competencies necessary to work with handicapped learners.

Project Components: This project has one component: a pre-service vocational education training program for students at the masters degree level in vocational/special education.

Major Goal/Objectives: The major goal and objectives of this project were selected based on an analysis of individual items from the data in the State Special Education Needs Assessment and through a review of various studies concerned with the competencies needed by vocational educators in the education of handicapped students.

Goal: To provide leadership personnel and skilled vocational/special educators who will possess the competencies necessary to meet the career and occupational needs of handicapped students.

Objectives:

1. To recruit, admit and train prospective vocational/special educators who:

   a) are representative of the race, experience, culture and language of students they will teach.

b) are committed to teaching priority handicapped populations (i.e., severely handicapped, minorities and secondary).

c) have the ability, experience and inter-personal skills necessary to develop the technical and professional attributes required of vocational/special educators in the 80's.

2. Students in the program will be trained to plan and conduct:

a) pre-vocational and vocational programs for all age groups, educational levels and types of handicapping conditions.

b) career and occupational programs for all age groups, educational levels and types of handicapping conditions.

Major Training Activities:

The program will rely upon both coursework and practica for competency development. While each student's course of study will be developed with regard to the individual's educational and experiential background and specific career goals, it is anticipated that 60% to 70% of each student's coursework will be in the area of special education, with the remaining courses selected from vocational education and other related departments of the University. Practica will be integrated with coursework on a semester basis and will include research, teaching, and field experiences. Since the coursework will involve instruction in different courses and departments, a special seminar will be provided each semester for the purpose of integrating these various concepts relevant to vocational education for the exceptional learner.

General Project Description:

The uniqueness of this project will be its emphasis on training vocational educators to be special educators. Students recruited for the program will be those with baccalaureate degrees in vocational education.

While the major training component will revolve around coursework housed in the Division of Special Education, coursework will also be included from Higher, Technical and Adult Education, Curriculum and Instruction and other departments within the University.

Practica and field experiences involving exceptional students will utilize the State Vocational-Technical Schools, State Vocational Agriculture Centers, Home Economics Programs, Occupational Opportunities Programs, Industrial Arts Programs, and Business Education Programs usually located in the public schools.

Institution: The University of Connecticut
School of Education, Special Education
Box U-64
Storrs, Connecticut 06268

Project Director: Dr. John Rabenstein Telephone Number: (203) 486-4034
Grant Number: G008401372

Project Number:	029FH40004	029EH50006	029EH60037
Amount:	$37,068	$36,530	$36,530

Competition and Title: 84.029F - Related Services, A Master's Degree Program to Train Special Educators/Habilitation Specialist to Assist Handicapped Secondary School Students in the Transition to Community Living

Description:

This is a new program to train professionals to assist handicapped secondary students in their transition from the school setting to the community. This person will be a special educator/habilitation specialist and will have dual competencies in special education and rehabilitation.

The emphasis is on the handicapped young person and the transition from the classroom to community living, interpersonal relationships and vocational evaluation, exploration, planning and placement. The project will provide an integration of two separate but interrelated areas of knowledge and skills for professionals to assist moderately and severely handicapped individuals adjust to community living.

The undergraduate programs in Special Education and Rehabilitation Services at the University of Connecticut are well established and have been producing quality teachers and rehabilitationists for approximately 15 years. The students in these two programs will provide an excellent pool for recruiting candidates for this project.

The program will require 30-36 credits to complete the Master's degree and will combine the knowledge and skills of Special Education and Rehabilitation Services. The students will be able to complete their program of study utilizing existing courses, in Special Education, Rehabilitation and Educational Psychology. Approximately 25 students will be trained in the three years of the project.

Major Goals:

(1) To recruit and admit prospective special educators or rehabilitation specialists who:

    a. are committed to providing handicapped students at the secondary school level with skills and training for the post school period of their lives.

The University of Connecticut - continued

b. have proven ability, experience, interpersonal skill and professional attributes necessary to be successful in helping people.

c. are representative of race, culture and language of the students they will work with.

(2) To develop a combination program that will provide handicapped secondary school students with the skills required to make a successful community placement.

(3) To provide, as much as possible, an individualized program for each candidate that will meet the particular needs of that student.

Institution: The University of Connecticut
School of Education, Special Education
Box U-64
249 Glenbrook Road
Storrs, Connecticut 06268

Project Director: Dr. Stan Shaw Telephone Number: (203) 486-4033
Grant Number: G008630076
Project Number: 029DH60012
Amount: $64,729

Competition and Title: 84.029D - Leadership, A Doctoral Program to Train Personnel for Learning Disabilities College Programs

Description:

This project is intended to provide trained leadership personnel who can develop, implement, and evaluate learning disability college programs. They will be able to meet the growing demand for positions as L.D. college coordinators/directors while also having skills to concomitantly be employed as college faculty, student services staff (e.g., counseling, disabled student services) or researchers. Twenty doctoral students will be trained each year.

Major Goals:

1. To provide a national data-base regarding the competencies which need to be provided in a training program for L.D. college leadership personnel.

2. To develop a model doctoral training program for L.D. college leadership personnel.

3. To train leadership personnel for L.D. college programs who are skilled in diagnosis of, instruction, social development and program planning for L.D. adults and do consultation, program management, budgeting and coordination in a higher education environment.

4. To have a national impact on L.D. college programs establishing special education as the primary intervention.

Major Training Activities:

The focus of this project is the development of a multidisciplinary doctoral training program for leadership personnel of L.D. college programs. Students will receive degrees in special education, school psychology, higher education or rehabilitation but will receive integrated training across these areas in order to provide all the skills they need to be coordinators/directors of L.D. college programs.

Institution: Gallaudet College
School of Education and Human Services
800 Florida Avenue, N.E.
Washington, D.C. 20002

Project Director: Dr. Boris E. Bogatz Telephone Number: (202) 651-5394
Grant Number: G008400780

Project Number:	029FH40020	029EH50018	029EH60012
Amount:	$34,967	$34,967	$43,659

Competition and Title: 84.029F - Related Services, Gallaudet College Project for the Training of School Counselors for Hearing Impaired Children

Description:

The primary purpose of the proposed project will be to meet the need of pre-service preparation of highly qualified school counselors for HI children and adolescents. A sub-goal of the program activity is to assure that HI people have the right and opportunity to be trained in this field so that they can have an impact as role models to HI children.

The proposed school counselor preparation program is a 2-year graduate program. Through more than 42 credit hours of required campus-based courses and structured field-based practica and internship, trainees will develop 29 competencies in areas of individual and group counseling, career education, educational planning, pupil appraisal, parent/sibling counseling, consultation, and community relations. Project graduates will be prepared to accept positions as school counselors of HI children in a spectrum of settings including day and residential schools, mainstreamed programs and post-secondary institutions. Approximately 15 trainees will be graduated each year. At least five (30%) of these graduates will be profoundly hearing-impaired people who will have the strongest impact on the field by way of exemplary role models.

Although the applicant is located in the District of Columbia, the proposed project will have a nationwide impact. Since Gallaudet College's school counseling program was established in 1972, trainees enrolled in the program have come from throughout the country and, subsequent to graduation, have accepted counseling related positions in most states.

Institution: The George Washington University
Office of Sponsored Research for The Department of Special Education
2121 Eye Street, N.W.
Washington, D.C. 20052

Project Director: Juliana Taymans Telephone Number: (202) 676-6170
Grant Number: G0086
Project Number: 029BH60058
Amount: $90,470

Competition and Title: 84.029B - Special Educators, Vocational Special Education M.A. Programs: Transition from School to Work Emphasis

Description:

The Master's Program in Vocational/Special Education addresses the need for qualified secondary special education personnel to prepare handicapped students for successful community integration. Grant funds are being requested to support, refine and expand the Transition from School to Work emphasis within the Vocational/Special Education program.

There is a lack of trained personnel with specialized skills in career and vocational special education who can design and deliver high school programs which adequately prepare handicapped students for transition to employment and independent living. The goal of the Transition from School to Work program emphasis is to prepare secondary educators with the following core competencies:

1. to design and deliver appropriate and competent secondary special education classroom instruction;

2. to develop a range of career and vocational competencies for handicapped students, through direct instruction, resource/support services, and other collaborative models with diverse school and community personnel;

3. to collaborate with transitional service providers, post-secondary programs and employers to assist students in accessing community services at their point of departure from secondary special education services.

This specialized thirty-nine credit Master's Degree program prepares students for three types of roles in secondary special education. They are:

Secondary Special Education Teacher who can provide resource or self-contained special education services.

Vocational/Special Education Specialist who can provide specialized services in the form of vocational support services, career education programs, work/study or job development programs.

Transition Program Specialist/Liaison who can develop system-wide or agency programs. Roles would include teacher specialist, curriculum specialist, federal, state, or local education administrator or community-based transitional program developer.

The Vocational/Special Education Master's program represents a unique and specialized graduate training opportunity. A multitude of federal, state, and local resources are incorporated in the program's training and placement efforts. Requested funds will be utilized to prepare secondary special education personnel who will possess competencies to prepare handicapped students with the skills needed for productive and satisfying adulthood.

Institution: The George Washington University
Office of Sponsored Research for the Department of
Special Education
2121 Eye Street, N.W.
Washington, D.C. 20052

Project Director: Dr. Robert Ianacone Telephone Number: (202) 676-6170
Grant Number: G0086
Project Number: 029BH60156
Amount: $99,437

Competition and Title: 84.029B - Special Educators, School Based Collaborative Vocational Evaluation Training Program

Description:

This proposal responds to documented needs for preparing trained, qualified personnel who can provide leadership in the development and operation of effective school-based vocational evaluation programs for handicapped youth. Such programs must effectively integrate school and community support services into the total habilitation plans of handicapped individuals. This is imperative if handicapped are to make a successful transition from school into appropriate, least restrictive vocational training options, employment options and functional community living environments.

Research indicates that there are currently no certification or recognized model curriculum requirements: (1) for preparing school based vocational evaluators, or (2) for upgrading the competencies of those who presently operate vocational evaluation programs that are a critical component of transitional vocational support services for handicapped persons within school settings.

The GWU Supportive Training, Transition and Education Program (STTEP) of the Special Education Department in conjuction with the Rehabilitation Counseling Education Program and The Regional Rehabilitation Continuing Education Program (RRCEP) and the Rehabilitiation Research and Training Center (RRTC) has developed a 39 semester hour master's level program to address the critical personnel training needs of vocational evaluators in public education (school based) settings.

This proposed program (1) emphasizes and assures the provision of comprehensive, integrated school-based vocational evaluation services which can support handicapped persons in least restrictive vocational training, leading to successful employment and community living environments, (2) focuses upon inadequately served and minority populations, and (3) responds to vocational evaluation (assessment) mandate in P.L. 98-524, The Carl Perkins Act of 1984 and the transitional needs of handicapped youth identified in P.L. 98-199, The Education for the Handicapped Act, Amendments of 1983. By offering specialized training to school-based professionals involved in vocational evaluation, support services and transitional activities, handicapped individuals will be provided equal opportunity to appropriate habilitation and vocational training services within their communities. In this way handicapped youth will have greater opportunities to develop to their maximum potential and to become independent, self-supporting members of society. Over forty-five percent of grant funds will be used for direct student financial support.

Institution: The George Washington University
Office of Sponsored Research for the Department of
Special Education
2121 Eye Street, N.W.
Washington, D.C. 20052

Project Director: Sheila Cahill/Rita Ives Telephone Number: (202) 676-6170
Grant Number: G008400782
Project Number: 029BH40039 029AH50015 029AH60057
Amount: $79,054 $79,054 $80,907

Competition and Title: 84.029B - Special Educators, Transition Special Educators for Seriously Emotionally Disturbed Adolescents: An Education Specialist's Degree Level Training Program

Description:

The Transition Special Educator for Seriously Emotionally Disturbed Adolescents (TSE/SEDA) is an Ed.S. level, part-time training program which requires two years for students to complete. Twenty (20) candidates will be selected to receive awardeeships on a matching funds basis. The training program involves interdisciplinary teaching faculty including special educators, psychiatrists and psychiatric social workers. The training is designed to bring competencies which will enable TSE/SEDA trainees to facilitate and maintain successfull return from restrictive placements for seriously emotionally disturbed adolescents. Knowledge and skills will be developed, in four primary areas: 1) nature and needs; 2) psychoeducational assessment and teaching; 3) mediation and coordination with interdisciplinary agencies; and 4) counseling and co-therapy skills. One-third of all training hours are spent in clinically supervised practica experiences.

The evaluation design is multidimensional and utilizes 17 different evaluation data sources.

The purpose of this proposal is to request funds which will enable worthy and experienced professionals to develop the skills to insure that seriously emotionally disturbed adolescents can return to less restrictive environments from Level 5 and 6 placements and "make it".

The emphasis is upon a specifically trained professional who will provide the next essential step for the seriously emotionally disturbed adolescents after the investment of Federal, SEA and LEA money and professional efforts at Levels 5 and 6. These investments have enabled the adolescent to the point of returning to a less restrictive environment. The TSE/SEDA will promote a successful transition for this special needs population.

Institution: University of North Florida
Special Education
4567 St. Johns Bluff Road South
Jacksonville, Florida 32216

Project Director: Dr. John Venn Telephone Number: (904) 646-2858
Grant Number: G0086
Project Number: 029BH60114
Amount: $44,727

Competition and Title: 84.029B - Special Educators, Competency-Based Training of Preservice Special Education Teachers to Serve Secondary Level Handicapped Students

Description:

The purpose of this project is to provide an opportunity for current preservice teachers to specialize in serving handicapped students at the secondary level. The training will be offered in three areas: (1) mildly and moderately handicapped, (2) severely and profoundly handicapped, and (3) hearing impaired. A total of fifty preservice teachers will participate directly in the project. The training will include six semester credit hours of Summer Institute course work per student, and three semester hours of follow-up training per student during the academic year. The training will be offered to both baccalaureate and master's level special education students. Stipends will be provided to participating students. A competency-based model which emphasizes field-based course work as a major component in all training activities will be used in the project. The content will focus on those competencies necessary to help handicapped students make a successful transition from education to adult living and work.

Institution: Atlanta University
Special Education
223 James P. Brawley Drive, S.W.
Atlanta, Georgia 30314

Project Director: Dr. Brenda Rogers Telephone Number: (404) 681-0251 x221
Grant Number: G008630035
Project Number: 029KH60081
Amount: $85,489

Competition and Title: 84.029K - Special Projects, Comprehensive Inservice Training Curriculum Development Project (CITS-C)

Description:

Purpose: To develop innovative curriculum materials for training regular education personnel at the secondary level to serve handicapped youth in the regular classroom setting. This project will advance and increase the utilization of an innovative approach, Comprehensive Inservice Training: Secondary (CITS), its curriculum materials (CITS-C), and infuse within these, strategies to address the training needs of regular education personnel serving handicapped children, including competencies related to career-vocational education needs of handicapped youth. The training model has been field tested at the elementary (CIT) and secondary (CITS) level.

Plan: To develop innovative curriculum materials for training regular education personnel at the secondary level to serve handicapped youth in regular classroom settings. Project objectives are:

1. To develop and refine innovative curriculum materials (CITS-C) to meet the needs of regular secondary educators serving handicapped youth.
2. To develop CITS curriculum content to include competencies and facilitating objectives in the area of career-vocational education for the handicapped youth.
3. To evaluate the effectiveness of the inservice training curriculum in preparing secondary personnel to serve handicapped youth in regular classroom settings.
4. To advance and increase the utilization of an innovative model (CITS) which incorporates the toal school approach to inservice training of secondary regular education personnel.
5. To disseminate these findings through established and newly defined or identified diffusion networks.

Evaluation: Both formative and summative evaluation procedures have been designed for ongoing monitoring of processes and objectives.

Dissemination: Dissemination of the project and protocol materials will be effectuated through already established diffusion networks. The proposal provides a time for dissemination activities including exchanges through a statewide and national consortia as well as standard approaches such as presentations and papers read at appropriate meetings and conferences.

Institution: Georgia State University
Department of Special Education
University Plaza
Atlanta, Georgia 30303

Project Director: Dr. Wayne Sengstock Telephone Number: (404) 658-2310
Grant Number: G0086
Project Number: 029BH60288
Amount: $25,211

Competition and Title: 84.029B - Special Educators, Preparation of Special Educators for the Secondary Level

Description:

The main objective of this training program is to prepare teachers in career education trained with new skills, perspectives, and expectations capable of promoting the transition of the mildly handicapped youth (Behavior Disorders, Educable Mental Retardation, Learning Disabilities) from the school setting to the world of work. For this to be accomplished the handicapped should be provided with educational programs that help them acquire the necessary personal, social, and occupational skills which may enable them to become qualified for employment. With this approach the mildly handicapped youth has a better chance of achieving their maximum potential for independent living and the dignity of self sufficiency.

In attemping to reach this major objective the program will attempt to accomplish the following:

1. Train skilled professionals to fill particular roles including:
    a. Prevocational Teachers (PVTs) to teach in secondary resource rooms of self-contained classes for the mildly handicapped.
    b. Prevocational Coordinators (PVCs) to supervise and adminstrate secondary school programs for the mildly handicapped.
    c. Related Vocational Instructors (RVIs) to provide the liaison between vocational education and special education.
2. To help prepare elementary school teachers of the mildly handicapped with the skills of infusing career education in their day to day instruction.
3. To collaborate with staff members in other departments in developing courses supportive of this program.
4. To develop workshop materials in career education for inservice training of elementary and secondary special education teachers and vocational educators.
5. To develop six more units of instruction based on the Project PRICE model for distribution through the Georgia Learning Resource System.

Institution: University of Georgia
Exceptional Children Division
Department of Special Education
570 Aderhold
Athens, Georgia 30602

Project Director: Phillip J. McLaughlin and John Langone
Telephone Number: (404) 542-1685
Grant Number: G008535021
Project Number: 029BH50288 029AH60191
Amount: $69,331 $74,904

Competition and Title: 84.029B - Special Educators, Preparation of Special Educators in the Area of Secondary Transitional Programming

Description:

The purpose of this proposal is to (1) increase the quantity and (2) improve the quality of secondary special education teachers prepared to deliver transitional programming to handicapped students. Specifically, we propose one major objective: To prepare 16 preservice special education teachers annually through courses in secondary transitional programming (STP). The 16 students will be equally divided between programs for the mildly and severely handicapped. In addition, approximately 10 non-STP special education preservice students will annually take one STP course as an elective.

The STP project is designed to meet priorities for the United States and the needs of Georgia. Despite mandates to provide appropriate education to handicapped students, the lack of participation of handicapped individuals in employment and training programs remains a cause for national concern. Handicapped students are not making a smooth transition from school to employment. The Office of Special Education and Rehabilitative Services (OSERS) has recently established a national priority on improving the transition of handicapped individuals. These national concerns are reflected in the needs of Georgia. Paramount are problems of a shortage of personnel, lack of adequate preparation of existing personnel, insufficient number of secondary programs, and insufficient attention within programs to state graduation requirements on skills in adult life roles.

The University of Georgia, as the largest institution of higher education in Georgia, has a major responsibility to respond to these needs. The 12 degree programs within the Division for the Education of Exceptional Children are fully funded by the state and approved for state certification. We are not seeking federal funds for these programs. The STP project focuses on a new initiative: secondary transitional programming. We are requesting funds to help meet this new initiative.

Preservice students participating in the STP project will major in an area of special education (e.g., emotional disturbance, learning disabilities, mental retardation, etc.). In addition to competencies in each degree area, students will acquire 17 STP competencies by taking STP four course sequence. The STP will be the students' minor area of study in their degree program. A distinctive characteristic of the training program is its field based nature. All required courses include supervised field work.

We will recruit students from traditionally underrepresented groups such as racial minorities, women, handicapped persons, and the elderly. We will identify these prospective students from a variety of sources. By increasing the number of minority and other underrepresented groups, we will contribute to the increasing pool of minority professionals.

Institution: University of Hawaii
Department of Special Education
2444 Dole Street
Honolulu, Hawaii 96822

Project Director: Robert A. Stodden Telephone Number: (808) 948-7956
Grant Number: G008630099
Project Number: 029FH60019
Amount: $88,077

Competition and Title: 84.029F - Related Services, Career Special Education Resource Specialist Training Program

Description:

The Career Special Education Resource Specialist Training Program addresses documented needs toward preparing qualified personnel for supportive services required to assist handicapped children to benefit from special education through the career preparation process. National, statewide (Hawaii) and Pacific Basin needs assessment data indicates a lack of opportunity for training appropriate to the needs of the related service provider assisting handicapped persons preparation for career roles in the community.

The major goal of this project is to prepare related service personnel to serve in the roles of (1) Career Special Education Resource Specialist (providing special career counseling and program coordination), (2) Career Transition Liaison Coordinator (initiate, develop and maintain interagency linkages within the school to career transition), (3) Career Business/Industry Advocate (advocate for and cultivate appropriate career linkages and accommodation of handicapped students within business and industry). A 30-semester credit hour training sequence has been developed as a Career Special Education Specialist Program for masters degree students and for post masters students desiring to do work towards an indepth specialization. The program places a heavy emphasis upon interdisciplinary skills with appropriate field experiences and internship activities balancing the acquisition of knowledge and practice.

The proposed Career Special Education Specialist Program will build a related service base addressing the priority area career preparation for handicapped persons. The program also addresses national as well as specific personnel preparation needs in the State of Hawaii and Pacific Basin Island Communities. The Department of Special Education, University of Hawaii, will coordinate this program cooperatively with programs in rehabilitation, social work, career counseling, and vocational education. The program is designed to provide developmental supportive services required to assist handicapped students to benefit from secondary level special education programming in the school to work transition.

Institution: University of Idaho
Special Education Department
Moscow, Idaho 83843

Project Director: Diane Baumgart/Lee Parks Telephone Number: (208) 885-6159
Grant Number: G0086
Project Number: 029BH60276
Amount: $63,451

Competition and Title: 84.029B - Special Educators, Master's Level Preparation Program Application in the Areas of Severely Handicapped, Secondary/Vocational, and Early Childhood Education

Description:

The Department of Special Education at the University of Idaho is currently preparing teachers at the undergraduate level with generic special education certification. This project will enable faculty at the University to train master's level students in three separate areas: severely handicapped (SHS), early childhood (EC), and secondary/vocational (Sec/Voc.). Particular emphasis in the training will focus upon the issues of service delivery in rural and sparsely populated areas and support core courses in social skills and microcomputer technology for students in the three specialty areas supported by this project. The goals of the project include the establishment of a management system for the projects, the design revision and implementation of courses in each of the three specialty areas, and the Design and implementation of evaluation of the project. The project is designed to result in teacher's of high quality who through instruction to students in special education will impact upon the quality of education in the State of Idaho.

Institution: Northern Illinois University
Department of Learning, Development and Special Education
DeKalb, Illinois 60115

Project Director: Michael H. Epstein Telephone Number: (815) 753-0657
Grant Number: G008401328
Project Number: 029BH40386 029AH50130 029AH60107
Amount: $52,840 $52,840 $52,840

Competition and Title: 84.029B - Special Educators, Preparation of Special Educators - (TACCS) Teaching Adolescents in Cross-Categorical Settings

Description:

This is a program to prepare individuals to teach mildly handicapped adolescents in cross-categorical junior and senior high school settings. This addresses a need that, viewed at state and national levels, is especially critical. The program is a one-year, full-time intensive experience leading to the master's degree, as well as needed professional skills. Its three key features are mastery of competencies, extensive field experiences, and strong program leadership. Ongoing monitoring and annual outcome checks are major aspects of this proposal's evaluation. The 71 competencies are built around nine competence areas related to assessment, behavior management, computer literacy, instructional design, community relations, professional relations, program administration, knowledge of the field of mild handicaps, and personal-professional demeanor. The field experiences are provided through three practicum courses. Trainees must practice and demonstrate achievement of competencies put forward in the "methods" and other courses to which the field experiences are keyed. The strong commitment of capable university program leaders is a third main feature of this proposed program. The trainees, program, and the grant's formal features will be regularly evaluated, using faculty persons, trainees, and persons not involved in the project. The result is to be an efficient program for providing capable individuals to teach mildly handicapped adolescents.

Institution: Board of Trustees, University of Illinois
Vocational and Technical Education
354 Administration Building
506 South Wright Street
Champaign, Illinois 61820

Project Director: L. Allen Phelps Telephone Number: (217) 333-2325
Grant Number: G008401325
Project Number: 029BH40259 029AH50154 029AH60217
Amount: $72,500 $72,500 $73,779

Competition and Title: 84.029B - Special Educators, Leadership Development in Vocational Special Needs Education

Description:

Need:

The Illinois Comprehensive Personnel Development System reveals a shortage of personnel trained to provide vocational special education programming to handicapped youth. In addition, local and statewide program evaluation reports identify a critical needs for major qualitative improvement in the vocational special education programs currently being provided. The proposed preservice program will provide 40 local leadership personnel in vocational special education with the knowledge and expertise needed to upgrade existing programs in 20 local education agencies.

Objectives:

1. To improve and expand vocational education and employment opportunities for special needs youth and adults in Illinois by providing field-based, graduate level training to local leadership personnel.

2. To develop, implement and evaluate program improvement projects and/or inservice programs within 20 LEAs each year which focus upon: (a) improving transitional services and programs, and (b) serving underrepresented handicapped youth (e.g., minorities, limited English proficient youth).

3. To build a cadre of local leadership personnel who can facilitate ongoing staff development and program improvement activities within their LEAs.

4. To provide an opportunity for professionals in vocational education, special education, and rehabilitation counseling to complete coursework that can be applied toward additional certification endorsement and/or a graduate degree.

5. To strengthen effective intra- and interagency collaboration at the local level in vocational special education.

6. To improve the awareness and networking of vocational special education professionals throughout the state regarding effective programs and practices.

Approach:

1. An 11-member Project Advisory Committee will provide overall guidance, direction, and evaluation of the program.

2. Each year 20 participant teams (a secondary special educator, and a vocational educator, counselor, administrator, or regular secondary educator) will be served on a regional basis within the state. Each two-person team will prepare a detailed application to participate in the program, which must be endorsed by their employing local education agency. Students must also be admissible to the UIUC Graduate College.

3. Participants will enroll in two, four semester hour courses during the 1984 Summer session: VOTEC/SP ED 309--Vocational Education for Special Needs Learners and VOTEC 451--Directing Personnel Development in Vocational, Technical, and Practical Arts Education.

4. During the 1984-85 academic year, students will enroll in a four semester hour seminar entitled "Problems and Trends in Vocational Special Education". Four 2-day seminars will be held at exemplary program locations throughout the state and specific topics (e.g., transitional programming, vocational assessment) will be examined on an in-depth basis.

5. Each team will also complete a Program Improvement Project (PIP) within their LEA during the year. The Action Plan for this project will be approved by building and central office administrators at the LEA and the project director. The LEAs of the participants will each receive $1,000 for reimbursement of support services needed to implement the PIP.

6. All tuition and fees will be waived for the 16-semester hour, 12 month program.

7. During the academic year technical assistance will be provided to the participating LEAs by two doctoral students from the University of Illinois who have experience in vocational special education.

Institution: Board of Trustees, University of Illinois
345 Administration Building
506 S. Wright Street
Champaign, Illinois 61820

Project Director: J.J. Kamerer Telephone Number: (217) 333-9273
Grant Number: G0086
Project Number: 029BH60343
Amount: $76,374

Competition and Title: 84.029B - Special Educators, Program to Prepare Educators of Students with Moderate and Severe Handicaps

Description:

In the State of Illinois there are approximately 16,200 childen and youth with moderate and severe handicaps being served in educational programs. As a result, there is a constant need for well trained, certified teachers to provide these students with appropriate educational programs. In fact, according to the Illinois State Board of Education's 1985 Needs Assessment for Special Education Personnel Preparation and Personnel Development, there is an increasing degree of teacher shortages in educational programs for students with moderate and severe handicaps. In addition, this needs assessment pinpointed specific needs in the state for supervisory personnel and prevocational coordinators in special education. In response to these needs, this proposal describes an undergraduate and graduate training program for persons interested in working with students with moderate and severe handicaps. At the undergraduate (Baccalaureate) level, the proposed program will train classroom teachers; at the master's level the program will (a) train master teachers who will also be eligible for a Type 75 Administrative Certificate in the State of Illinois, and (b) train prevocational coordinators who will be eligible for an endorsement in prevocational coordination for special needs youth.

Both the undergraduate and graduate training programs are competency-based as well as field-based. Each semester, the student will participate in practica, which will provide ongoing opportunities to apply the methods and techniques discussed in university courses. Practicum placements will differ, however, based upon the specific program option selected by the university student.

The four major functions of the proposed training program include: a) recruitment of students, b) program management, c) student training, and d) program evaluation. The Discrepancy Evaluation Model will be employed to organize and monitor these program functions and their corresponding objectives as well as the timeline for accomplishment; this model will serve as a tool for modifying procedures when needed to meet the stated goals and objectives.

Institution: University of Illinois
Vocational and Technical Education
354 Administration Building
Champaign, Illinois 61801

Project Director: L. Allen Phelps Telephone Number: (217) 333-2325
Grant Number: G008430089
Project Number: 029TH40019 029UH50004 029UH60007
Amount: $84,600 $84,600 $87,913

Competition and Title: 84.029T - Transition, Transitional Programming for Handicapped Youth: Interdisciplinary Leadership Preparation Program

Description:

Need

Recent follow-up studies and census data continue to reveal that handicapped youth encounter much higher rates of umemployment and underemployment than do their non-handicapped peers. While most communities have programs designed to serve the job preparation and school to work transition needs of these individuals (vocational education, special education, vocational rehabilitation, JTPA, social services), these programs are not well interfaced and systematically coordinated to assure that the needs of individual handicapped youth are met.

Teacher education and staff inservice programs in each of these fields have begun to address this problem, but generally have not done so using a comprehensive, interdisciplinary approach. There is a critical shortage of faculty members in colleges and universities who can implement personnel preparation programs of an interdisciplinary nature to improve the delivery of secondary education and transitional services to handicapped youth. There is also a shortage of individuals in local schools, postsecondary education institutions, rehabilitation agencies, business and industry, and other community agencies who can: (a) implement a comprehensive transition program with appropriate support services, and (b) provide effective inservice training to their colleagues relative to the concept of comprehensive transitional programming.

Objectives

1. To prepare twenty individuals via an interdisciplinary masters program to design, implement, and evaluate exemplary transitional programming and to provide community-based inservice programs concurrently to co-workers, parents, and personnel in business and industry.

2. To prepare six individuals via an interdisciplinary doctoral program to design, implement, and evaluate collaborative personnel preparation programs focused on improving the school to work transition for handicapped youth.

3. To formatively evaluate the program and develop appropriate informational materials which describe and assess the process of program development, as well as the program and student outcomes.

4. To conduct an annual national forum on the school-to-work transition of handicapped youth.

5. To identify and utilize a program advisory committee composed of national, state, and local leaders from the various disciplines represented in the program.

Competencies

Graduate students will be recruited from several disciplines including vocational rehabilitation, special education, vocational education, social work, mental health/developmental disabilities, and business and industry. Each student will have an individualized program of study enabling them to develop or expand their competencies in the following core areas:

a. Elements of Transitional Programming (including secondary special education, career development and vocational programming, vocational rehabilitation, social services for youth, postsecondary and adult education, and training in business and industry).

b. Organizational and Social Change (including organizational development strategies; leadership, organization, and change theory; community program planning; and field-based research and evaluation techniques).

c. Personnel Development (including inservice staff development, teacher education, psychology of college teaching, and higher education).

d. General Degree Requirements (including thesis research, perspective options, and foundation requirements).

Program Plan

Students will be recruited on a national level and selected to participate in the doctoral (2 1/2 year) and masters (1 year) programs. Students selected for the program will receive an assistantship stipend, plus a waiver of tuition and fees. The program will be implemented under the direction of a Faculty Core Team, composed of faculty members from four departments on campus (Special Education, Rehabilitation Education Services, Vocational and Technical Education, and Social Work). In addition to completing coursework in the core areas, the doctoral students will participate in an advanced seminar each semester to examine critical and emerging issues. During the latter stages of their program, all students will complete either a practicum (masters students) or internship experience (doctoral students). For the masters students, these practica will be conducted in nearby schools, rehabilitation facilities/centers, hospitals, business and industry training programs, community colleges, and adult service agencies. Doctoral students will have the opportunity to complete an internship in settings such as university-based teacher or counselor education programs, state or federal education agencies, or research and development projects.

Institution: ~~The Board of Trustees~~
University of Illinois – college of Education
Mail Code 147
Box 4348
Chicago, Illinois 60680

Project Director: ~~Edward Simoncelli~~ Tanis Bryan Telephone Number: (312) ~~996-2862~~ 996-5641
Grant Number: G008535069
Project Number: 029BH50042 029AH60201
Amount: $83,739 $83,738

Competition and Title: 84.029B - Special Educators, Secondary/Postsecondary Special Education

Description:

The purpose of this program is to train special educators to work directly with handicapped adolescents and young adults, and to assist these groups in their transition from school to employment and community living. The special educators will be trained in different roles (i.e. diagnostician, teacher, counselor, vocational guidance, advocate) to work with students who have different needs, in different settings.

This program meets national priorities by its focus on minority and under-served populations. Special educators will be provided field work and internships in inner city settings, working with handicapped youth from diverse sociocultural, racial and ethnic backgrounds. In addition, persons from minority and underserved populations will be recruited into the program.

The program takes a developmental perspective in which learning is viewed as a lifelong process in which early deprivation, or developmental disabilities can be alleviated or overcome by virtue of continued, appropriate educational opportunity. The trained special educator plays a central role in the planning, implementation and evaluation of programs in-and-out of school for adolescent and young adults with handicaps.

The program has been developed through the joint planning of the University, participating schools/teachers, and an advisory group from the schools and community. A broad based evaluation design has been prepared to assist the program in monitoring its progress in meeting its goals.

The goal of this program is to develop special educators capable of providing the services needed by handicapped adolescents and youth in school, community and work settings.

Institution: Indiana State University
Department of Special Education
School of Education
Terre Haute, Indiana 47809

Project Director: F. Wayne Wheatley Telephone Number: (812) 232-6311 x 7269
Grant Number: G008401350

Project Number:	029BH40130	029AH50050	029AH60108
Amount:	$100,000	$100,000	$100,000

Competition and Title: 84.029B - Special Educators, Indiana State University
Secondary-Vocational Education for the Handicapped

Description:

This proposal presents a Bachelor's and a Master's degree in special education with emphasis on secondary/vocational-career education for the handicapped. In Indiana there is no special license for teaching handicapped students in secondary programs. One license covers the entire developmental range from preschool through the secondary school. Unfortunately, this system frequently results in colleges and universities producing graduates who, although certified to work with handicapped students, do not possess the competencies needed to provide a truly "appropriate" education. Frequently graduates lack the necessary foundation in secondary curricular content, vocational education, assessment skills, and instructional technology to prepare handicapped students for adult life and the world of work.

This proposal, the Indiana State University, Secondary-Vocational Education for the Handicapped Program, could serve as a model for colleges in states with similar licensing patterns. The Program will prepare teachers with a preschool through twelfth grade license--but with an in-depth emphasis in secondary-vocational education.

The program will offer the student a license in either mental retardation, physically handicapped, multiply handicapped, learning disabilities, or emotional disturbance while providing extensive knowledge and skills for working with the secondary level handicapped student. Graduates of the program will receive instruction in the characteristics of various handicapping conditions, diagnostic level curriculum, and consultation strategies for working with regular education personnel and vocational educators.

Institution: Indiana State University
Department of Special Education
School of Education
Terre Haute, Indiana 47809

Project Director: F. Wayne Wheatley Telephone Number: (812) 232-6311 x 7269
Grant Number: G0086
Project Number: 029BH60086
Amount: $109,873

Competition and Title: 84.029B - Special Educators, Master's Degree Program with Special Emphasis on Consultation, Microcomputer Utilization and Secondary Curriculum

Description:

Indiana State University proposes to make significant qualitative changes in the training it provides its Master's level Special Education students. Today's special educators must deal with students being educated in the least restrictive environment, which involves close cooperation with regular teachers, administrators and parents, yet few teacher preparation programs contain components on consultation techniques and strategies. Microcomputers abound in the schools and hold great promise as teaching aids, yet most special educators are not computer literate and comfortable in using computers for either instructional or record-keeping uses. Nationally, there is the effort to provide appropriate transitional programs and deal with the needs of older students, but most faculty have little or no experience in teaching or dealing with secondary curriculum issues.

To meet these pressing needs, ISU proposes to strengthen and expand the Master's level curriculum in the three areas of Consultation skills, Microcomputer usage and Secondary curriculum. In addition to national needs, these three areas of training are top-priority content areas, according to Indiana CSPD information.

This project will provide both quantitative and qualitative improvements in special education teacher preparation. As a result of this project, approximately 30 full-time and 30 part-time students will receive state-of-the-art training over the next three years and be able to enter the job market better prepared for educating handicapped students in today's technological world.

Project objectives include: 1) To update the faculty in Consultation skills, Microcomputer utilization and Secondary curricula for the handicapped; 2) To revise the graduate curriculum to incorporate competencies and courses in the three areas stated above; 3) To increase the quality of training and number of special education teachers trained in the program; 4) To disseminate information concerning the program; 5) To conduct a three-year follow-up program of personal interviews with graduates as part of the evaluation plan to judge user satisfaction and the quality of training received in the program.

The evaluation plan allows for personal contact, support and follow-up with graduate students. This begins with their initial contact with the Special Education department, continues through their coursework and maintains contact after graduation. In addition, the project's evaluation plan assures that objectives and competencies will actually correspond to in-field needs of the special educators rather then merely presumed needs.

Indiana State University - continued

In addition to the availability of the full resources of Indiana State University to draw upon, two new resources will be available to enrich the preparation of special education graduate students. The Blumberg Center for Interdisciplinary Studies in Special Education offers weekly colloquia and opportunities for research and interaction with experts in the field. The Indiana Special Education Administrator's Services (ISEAS) Project provides instantaneous access to the most current information available in the field of special education as well as contacts with all of the special education administrators in the state.

Twelve faculty from ISU will cooperate in revising and expanding course syllabi as well as helping to develop new courses in the areas of Consultation skills, Microcomputer utilization and Secondary education curriculum. As a result of this project plus the other programs recently developed (i.e. the Blumberg Center, ISEAS project), Indiana State University will have one of the best Master's level graduate training programs in the Midwest.

Institution: Indiana University Foundation
C.I.T.H.
P. O. Box 1847
Bloomington, Indiana 47402

Project Director: Dr. Lewis Polsgrove Telephone Number: (812) 335-9775
Grant Number: G0086
Project Number: 029BH60357
Amount: $80,466

Competition and Title: 84.029B - Special Educators, Training Secondary Teachers in Transition Skills

Description:

Secondary level special education students are not receiving the training which will allow them to make a successful transition to adult life. This project describes a program for secondary-level teachers which will increase their awareness of the need, teach them basic concepts and skills, and provide adequate experience in implementing their new knowledge. The success of the program will be evaluated in both quantitative and qualitative manners, and the end product, teachers with the skills to help students make a successful transition from school to work, will fill a gap which presently exists for secondary level handicapped students.

Institution: Murray State University
Department of Special Education
Special Education Building
Murray, Kentucky 42071

Project Director: Viola P. Miller Telephone Number: (502) 762-6810
Grant Number: G008535077
Project Number: 029BH50404 029AH60211
Amount: $75,978 $72,129

Competition and Title: 84.029B - Special Educators, Preservice Training of Secondary Teachers of Moderate and Severely Handicapped Adolescents

Description:

This project requests funds to support two major objectives. One is to develop modules for use in a currently existing program for training of secondary teachers of the moderately and severely handicapped. Two is to provide incentive for more students to become participants in the above mentioned training thereby relieving the existing need for such teachers.

The Kentucky Department of Education indicated in its Annual Program Plan that the preparation of secondary special educators was a top priority in its CSPD efforts. In all of Western Kentucky there are fewer than 20 special educators specifically prepared to work in secondary schools. On the other hand there are over 300 elementary special education teachers preparing students who are, by virtue of age alone, moving into secondary programs where there are few, special educators to assist them in their education.

This proposed program is unique for three reasons: 1) It is designed to prepare special educators particularly for rural America. Rural special education personnel must learn and be able to do a number of different things compared to their urban colleagues. This project focuses on those unique rural aspects (as determined by the National Rural Project, an OSE funded activity) related to the educational and social environment that handicapped students experience in rural America. 2) The project will develop a series of instructional modules; some of which allow for individual, self-paced instruction by preservice students. This is an era of declining university budgets and in order to implement any program on a long-term, ongoing basis it is necessary to reduce personnel expenditures as much as possible. The development of modules utilizing videotapes, computer interfaces, slide tapes, and other such strategies will enable the university to continue the program after grant funding expires at no increase in personnel cost. 3) The secondary program will prepare personnel capable of dealing with not only competencies needed in the rural setting but also those competencies deemed as necessary for teachers of the moderately and severely handicapped.

This project is cost efficient in both the short and long term. If funded, it will allow this university to develop permanent modules and materials with capabilities of infusion into courses many years after funding is past. The incentives for persons to become participants in the training will also provide qualified teachers where there has been a documented need for the future.

Institution: University of New Orleans
Department of Special Education and Habilitative Services
Lakefront
New Orleans, Louisiana 70148

Project Director: Fred W. Litton
Grant Number: G008430091
Project Number: 029TH40030 029UH50000 029UH60011
Amount: $73,500 $73,500 $73,500

Competition and Title: 84.029T - Transition, Multidisciplinary Preparation of Master's Level Leadership Personnel in Transitional and Adult Services for the Handicapped

Description:

The purpose of this project is to prepare leadership personnel for a variety of specialized community services to the handicapped individuals in their transition from school to community living and work in the Greater New Orleans Region. Because of the complexity of handicapped adult services, the University of New Orleans, Department of Special Education and Habilitative Services is combining training efforts with Southern University - New Orleans (a Black institution) School of Social Welfare and Louisiana State University Medical School, Department of Rehabilitative Counseling - both within close proximity in the city of New Orleans. This multidisciplinary training approach is an attempt to combine Education, Rehabilitation, Social and Human Service Disciplines, in order to meet a new but critical professional services need.

The University of New Orleans is a major provider of special education and habilitative personnel in the region and has the only doctoral training program within the State of Louisiana and within the Louisiana State University System. The Department has expanded its full time faculty from 7 in 1982 to 14 for 1984, 12 of whom are graduate faculty. In addition, some faculty from Southern University and LSU-Medical School will be utilized along with other College of Education personnel (i.e. Adult Education and Guidance and Counseling), in this unique training effort.

Leadership personnel will work toward the Master's degree in Special Education and Habilitative Services at UNO with emphasis on adult services. Internships and Practicum experiences are abundant within the geographic region. Currently, no other university within the region offers leadership training in this area yet there is a critical need for appropriately trained persons to work with the transition of handicapped youth to adult and working life.

Institution: University of Southern Maine
College of Education
119 Bailey Hall
Gorham, Maine 04038

Project Director: Libby Cohen Telephone Number: (207) 780-5310
Grant Number: G008535080
Project Number: 029BH50267 029AH60076
Amount: $48,541 $52,352

Competition and Title: 84.029B - Special Educators, Masters Level
Interdisciplinary Training for Secondary
Special Education Teachers

Description:

Maine has a history of collaboration between special education, vocational education, and vocational rehabilitation. Since 1981, Maine has had an interagency agreement between the state agencies involved in special education, vocational education, vocational rehabilitation. In addition, the University of Southern Maine has departments that offer programs in vocational rehabilitation, vocational education, and special education. Individuals from these agencies and departments agreed that an interdisciplinary preparation program for special educators, that would include students in the vocational education and vocational rehabilitation programs should be a top priority. In order to meet the training needs in Maine, an interdisciplinary program in special education was developed. The program proposes to:

1. Develop an interdisciplinary (special education, vocational rehabilitation, vocational education) teacher training program at the University of Southern Maine to meet the need for at least 35 secondary special education teachers who will prepare secondary age handicapped youth for transition into the workplace.

2. Prepare secondary level special education teachers in relevant, contemporary methods of delivering educational services to secondary age special education students.

Institution: University of Maryland
Department of Industrial, Technological and Occupational Education
Department of Special Education
College Park, Maryland 20742

Project Director: Dr. Charles Beatty
Telephone Numbers: (301) 454-2118
Grant Number: G008401356

Project Number:	029BH0168	029AH50033	029AH60030
Amount:	$112,803	$112,803	$112,803

Competition and Title: 84.029B - Special Educators, Interdisciplinary Personnel Preparation Program in Career/Vocational Education for the Handicapped-Training for Masters and Advanced Special Students to Serve Mildly and Moderately Handicapped Persons

Description:

This project will continue and expand the activities of our current federally-supported project begun in 1981. The project philosophy and training goals will remain as follows:

Project Philosophy: High quality career/vocational preparation for the handicapped can best be achieved by means of interdisciplinary collaboratin between special education, vocational education, industrial arts, business, vocational rehabilitation, and other related areas. The thrust of such collaboration should be to allow the handicapped to gain the greatest possible access to regular training programs and employment. Such collaboration does not often occur spontaneously or easily, and personnel preparation programs should include efforts to facilitate its occurrence.

Training Goals: In accordance with the above philosophy, our training programs are designed to provide students with:

(a) To improve the competencies of trainees to provide interdisciplinary career/vocational education for handicapped students;

(b) To improve the attitudes of trainees toward the provision of interdisciplinary career/vocational education for the handicapped students;

(c) To expand the concept of interdisciplinary career/vocational education for handicapped students to include transitional planning and employment-based follow-up services.

In this way, we intend to provide students with the competencies and attitudes needed for effective interdisciplinary provision of career/vocational education for the handicapped.

University of Maryland - continued

On-Campus Degree Programs: Our project currently offers Master's level training for students in special education, vocational education and industrial arts. In accordance with our training model, we offer fall semester courses in special education and in industrial arts/vocational education to introduce students to areas with which they may not be familiar, and develop skills in these new areas. During the spring semester, we offer a Joint Seminar and Field Visitation which are shared by students in all the participating disciplines.

We propose to continue this on-campus training sequence with the following added objectives:

(a) To increase business/industry involvement in the planning and delivery of project coursework.

(b) To offer additional coursework that focuses on transitional planning and employment-based follow-up services.

(c) To offer expanded field experiences to both undergraduate and graduate students.

(d) To establish project coursework as ongoing University offerings which can continue without funded grant support.

(e) To collect comprehensive evaluation data to determine the impact of project activities throughout Maryland.

Institution: Assumption College
Institute for Social and Rehabilitation Services
500 Salisbury Street
Worcester, Massachusetts 01609

Project Director: George S. Elias Telephone Number: (617) 755-0677
Grant Number: G008535065
Project Number: 029BH50387 029AH60115
Amount: $62,422 $101,626

Competition and Title: 84.029B - Special Educators, Masters Level Training for School Personnel to Assist Handicapped Students in the Transition from School to Employment and Community Living

Description:

This project is designed to prepare, at a graduate level, personnel whose training will enable them to help direct the Child Study Team members in the development and implementation of the Individualized Education Program (I.E.P.) with particular emphasis on vocational assessment and training. Since the Child Study team is already making recommendations or steering students in the direction of vocational education, it would seem logical that such a person be a part of the team who could make appropriate recommendations.

The graduate of this program will be better able to serve severely and multiply handicapped students; as well as the mildly and moderately handicapped. This twenty-four month part-time degree program will prepare the retrained professional to: (1) Appraise the functional abilities of students and relate them to their educational and vocational strengths and weaknesses; (2) Make recommendations concerning: specific educational, pre-vocational or vocational programs, courses at the comprehensive school which would aid the student in succeeding at the vocational school, alternative curriculum at the comprehensive school in lieu of vocational training, and remedial education; (3) Provide assistance in educational career planning which would include attitudes and feelings, career goals, an understanding of strengths and weaknesses, and an exploration of the World of Work; (4) Placement Services which would include assistance to other school personnel in curriculum planning, transitional and sheltered employment, competitive job placement, job modification and restructuring, supported work programs and client instruction in job seeking skills; and (5) Coordinate services received from physicians, social workers, psychologists and a variety of other professional personnel. This professionally retrained person would also ideally serve as the Coordinator of Services between Special Education, Vocational Education, and Vocational Rehabilitation.

A unique feature of this proposal is in the training format which is designed to prepare school personnel through retraining - to assist handicapped students in the transition from school to employment and community living. The format being proposed will improve the educational background and improve the professional skills of experienced school personnel without disturbing their employment or dilute the graduate level preparation which they will be receiving. The training format being proposed would extend over a twenty-four month period. A thirty-six month grant period should enable us to complete the preparation of two different groups of trainees.

Institution: Boston College
Division of Special Education and Rehabilitation
140 Commonwealth Avenue
Chestnut Hill, Massachusetts 02167

Project Director: Richard M. Jackson
Grant Number: G008430060

Project Number:	029TH40014	029UH50002	029UH60002
Amount:	$88,858	$88,858	$88,858

Competition and Title: 84.029T - Transition, The Multidisciplinary Preparation of Personnel to Work with Visually/Multiply Handicapped Youths in Transition

Description:

Boston College is applying for financial assistance under the Handicapped Personnel Preparation program to aid in the preparation of six masters level professionals for each of three years who will impact upon the educational needs of visually/multiply handicapped youth in transition. Because no known preparation model exists to accomplish this objective and because Boston College is renowned for its leadership and excellence in several, more traditional areas of visually handicapped personnel preparation, this application is submitted under competition 84.029T - Preparation of Leadership Personnel for the Transition to Adult and Working Life.

Visually handicapped youths, with or without concommitment disabilities, are currently in serious jeopardy as they attempt to cope with the transition from school to independent community living. With DPP assistance, Boston College can initiate a new comprehensive and multidisciplinary masters degree program by selectively combining offerings from the rehabilitation teacher and career/vocational specialist programs to produce a substantive, appropriate and competency-based curriculum. Practica and internship settings and activities for this new transition specialist are abundant in the greater Boston area since the visually handicapped population in the range of 16-22 is progressively increasing in size.

Graduates of the program would qualify for American Association of Workers for the Blind certification in both orientation and mobility and rehabilitation teaching. They would enter the field able to participate in multidisciplinary team planning, able to assess the personal environmental and vocational capabilities of each individual youth, and able to design, deliver and manage a program for maximum community integration. Moreover, these graduates would be able to initiate staff development and other inservice projects in agencies attempting to serve individuals in transition.

The impact of this project will be first felt in specialized transition programs for the visually handicapped. But since the basic core of preparation for this transition specialist comes from orientation and mobility and rehabilitation teaching, it is reasonable to expect that the aids, techniques and strategies acquired for safely and knowledgeably negotiating the community will carry over to other categories of non-visually handicapped youths in transition.

Institution: Simmons College
Educational Department
300 The Fenway
Boston, Massachusetts 02115

Project Director: Alice Van Deusen Telephone Number: (617) 738-2157
Grant Number: G0086
Project Number: 029BH60269
Amount: $68,288

Competition and Title: 84.029B - Special Educators, The Simmons College Training Program in Severe Special Needs

Description:

The Simmons College Training Program in Severe Special Needs is designed to address the need for serving severely impaired Learners (preschool through age 22) with an emphasis on preparing these individuals for competitive employment. Special educators will be trained in a preservice, competency-based program to develop functional, age-appropriate curricula and to implement service/employability plans which specify the objectives for preparing a learner for greater independence and, ultimately, competitive employment. The major goals of the program include:

1. Increasing the opportunities for learners with severe special needs for instruction in non-school (natural) environments;

2. Increasing the number of learners with severe special needs who receive on-site work training designed to prepare them to enter competitive employment before or on completion of public schooling;

3. The implementation of a baccalaureate degree level training program (Teacher of School Aged Children with Severe Special Needs, N-12) based upon an expansion of the training modules developed and implemented in the Simmons College Competitive Employment Program; and

4. The implementation of a preservice master's degree level training program (Teacher of Children with Severe Special Needs, N-12) based upon an expansion of the training modules developed and implemented in the Simmons College Competitive Employment Program.

Institution: Trustees of Boston University
881 Commonwealth Avenue
Boston, Massachusetts 02215

Project Director: Norman Hursh
Telephone Numbers: (617) 353-2725 and (617) 353-4360
Grant Number: G008401334

Project Number:	029BH40045	029AH50126	029AH60240
Amount:	$58,000	$61,500	$67,013

Competition and Title: 84.029B - Special Educators, Masters Level Pre-Service Skill-Based Training of Special Education Personnel in Comprehensive Vocational Rehabilitation, Industrial Job Development, and Job Placement

Description:

The purpose of this proposed project is to provide graduate-level training to prepare special educators and related personnel in comprehensive vocational rehabilitation counseling skills and competencies. The project's training goals incorporate the following developmental and skill-based phases: 1) Assessing the Needs of Handicapped Children, 2) Identifying Specific Career Education Goals, 3) Generating Intermediate Objectives, 4) Providing Job Placement Services, 5) Initiating Job Development Approaches with Employers, 6) Utilizing Industrial Rehabilitation Methodologies, and 7) Measuring the Effectiveness of the Career Education Program for Students with Special Needs.

The training methodology is designed to include the active involvement of lecturers from private industry, as well as special educators and rehabilitation professionals involved in exemplary programs that serve handicapped children. The curriculum design will involve a "train the trainer" approach to maximize the knowledge and skill development of other educators in the project participants' schools. To insure the project's success, a Planning and Advisory Board has been developed and was extensively involved in the design of this proposed project. Board members represent private and public education, vocational rehabilitation, parents and advocates, and administrators in the special education and rehabilitation fields. These individuals have participated in the planning and development of project goals and objectives. Additionally, project staff, students, fieldwork supervisors, and board members will regularly evaluate the program, including the curriculum design, skills/competencies acquisition and utilization.

The following project results and products are expected:

1. The graduate-level training of ten or more special educators per year in comprehensive vocational rehabilitation skills.
2. The development of stronger linkages and joint projects among special education, vocational education, rehabilitation services and industry.
3. The development and dissemination of skill-based training manuals for special educators who work with handicapped children.
4. An increased involvement of handicapped children in the areas of career development, vocational planning and preparation, and job placement.

Institution: PACER Center, Inc.
4826 Chicago Avenue South
Minneapolis, Minnesota 55417

Project Director: Paula Goldberg Telephone Number: (612) 827-2966
Grant Number: G008530321
Project Number: 029KH50061 029JH60018
Amount: $70,000 $77,000

Competition and Title: 84.029K - Special Projects, COUNT ME IN TRANSITION PROJECT OF PACER CENTER, INC.

Description:

PACER Center (The Parent Advocacy Coalition for Educational Rights) is a coalition of 18 disability groups in Minnesota and is concerned with the education of handicapped children and youth. As a statewide organization, PACER, through training and individual assistance, serves parents of children with physical, mental, emotional and learning disabilities and health impairments. The PACER staff and Board of Directors are composed primarily of parents of handicapped children.

In 1979, PACER began its COUNT ME IN project to train parents and other volunteers to present handicap awareness programs using puppets to nonhandicapped students in elementary schools and preschools. Parents of handicapped children identified the need for COUNT ME IN to assist schools in creating a classroom environment where handicapped children would be more readily accepted by and integrated with the nonhandicapped students in the least restrictive educational settings provided for by Public Law 94-142. This project has been replicated in Minnesota and other states.

During 1985-1988, the COUNT ME IN project will initiate a special project to develop an innovative program: 1) to develop a training model on transition issues and 2) to train volunteers, parents and related personnel to give programs to handicapped secondary students on transition issues. The project will reach 800 people directly each year in four levels of service:

Level I: Public Information. PACER will provide information to the general public to increase understanding of the needs and abilities of handicapped people, and to encourage public support for appropriate transition services for handicapped students and adults. Media efforts will also reach volunteers to inform them about the COUNT ME IN training. Over 5,000 members of the general public will be reached through media efforts and 400 people through Level I presentations to community and professional groups.

Level II: Training Model on Transition Issues. COUNT ME IN will conduct 1-2 basic training workshops in the metropolitan area for 10-20 volunteers and parents a year on transition issues. PACER will develop a program to train volunteers, adults with disabilities, parents, and related personnel to learn about transition issues, to understand the transition needs of secondary students, and to learn how to present information to secondary students.

PACER Center, Inc. - continued

Level III: Programs on Transition Issues for Handicapped Secondary Students. PACER will prepare programs for disabled students and resource materials for volunteers, parents and teachers on the following: a) self-esteem and self advocacy, b) communication and assertiveness skills, and c) information on gaining vocational education and training programs, college or career placement, independent living arrangements, and community involvement. After trainings, teams of 2-3 people (volunteers and parents) will present a series of three programs to 7th-12th grade handicapped students in resource room settings as well as in self-contained classrooms. PACER puppets representing disabilities may be used for brief presentations as part of the program. COUNT ME IN will reach at least 60-80 handicapped students in the pilot year, and 230-250 annually thereafter.

Level IV: Training of Trainers/Replication. During the second and third year, COUNT ME IN will provide a training of trainers workshop in a rural community to train 10 to 20 people on transition skills for secondary students with disabilities and to organize a project in their region. Materials about the project will be disseminated to people throughout the country.

Institution: University of Minnesota
Department of Educational Psychology & UAP
150 Pillsbury Drive, S.E.
Minneapolis, Minnesota 55455

Project Director: Richard Weatherman Telephone Number: (612) 376-3533
Grant Number: G0086
Project Number: 029BH60304
Amount: $76,248

Competition and Title: 84.029B - Special Educators, Preparing Teachers to Transition Secondary Students with Severe Handicaps

Description:

At the present time, large numbers of severely handicapped youth receiving the benefits of P.L. 94-142 are about to graduate, which is of increasing concern to parents and service personnel. The need for training special education personnel to effectively assist these students in preparing for and entering future adult roles following school is well substantiated. Recent post school follow-up studies have documented that handicapped students are leaving their academic environment ill prepared for the world of work and adult life. This has resulted in high levels of unemployment and continued segregation from the mainstream of community living. This situation is exacerbated by the fact that special education personnel responsible for these individuals lack the skills essential to provide effective transitional programming.

The Department of Educational Psychology and University Affiliated Program at the University of Minnesota seeks to develop curriculum models and practicum experiences that will provide training on effective transitional methods and processes for future special education personnel of severely handicapped students. It is posited that effective transitional programming suffers from a lack of knowledge on the content of new training technologies (community based approaches, vocational and independent living curriculum), content of adult service agencies (laws, elgibility criteria, services) essential to successful post-school functioning, and also a lack of critical process skills that enable special education personnel to effectively manage transitional planning groups composed of parents and divergent adult service agencies.

The proposed project would 1) develop training modules which would be incorporated within the current preservice program, 2) develop unique practicum experiences that enhance trainee teaching procedures related to transitional programming, and 3) share the training materials with the SEA Transitional Office and other institutions of higher education. A team of University faculty and staff would be involved in the design, development and evaluation of these activities. Five part-time master's level trainees would be provided stipends and participate in the development of training modules.

Institution: Mississippi State University
Department of Counselor Education
P. O. Box Drawer GE
Mississippi State, Mississippi 39762

Project Director: Michael Peterson Telephone Number: (601) 325-3331
Grant Number: G008530030
Project Number: 029FH50014 029EH60051
Amount: $75,000 $78,327

Competition and Title: 84.029F - Related Services, Interdisciplinary Preparation of Vocational and Career Educators of Handicapped Students in Mississippi

Description:

Regular vocational educators (teachers and counselors), Vocational Preparation for Handicapped teachers, and Career Resource Teachers provide vocational and career education for secondary handicapped students in Mississippi. However, no preservice training has been focused on their needs. The State Vocational Education plan and the Comprehensive System of Personnel Development (CSPD) have identified training in these areas as priorities as have statewide field based studies. Mississippi State University has unique resources in providing training of career and vocational educators of handicapped students. Certification, recertification, and graduate preparation are needed to prepare personnel to facilitate the transition from school to work of handicapped students.

Goals and objectives are to provide interdisciplinary graduate training related to career and vocational education of handicapped students for (1) regular vocational educators--vocational teachers and counselors, (2) Vocational Preparation for the Handicapped Teachers; and (3) Career Resource Teachers for the Handicapped that will lead to AA certification through the State Department of Education or recertification for regular vocational educators.

An interdisciplinary approach will be used with courses taught, as appropriate, by the Departments of Vocational Education, Counselor Education, and the Division of Special Education (Department of Curriculum and Instruction). Vocational counselors may obtain a concentration in "Vocational Special Needs Counseling" through the Department of Counselor Education; Vocational Teachers a concentration in "Vocational Special Needs Education" through the Department of Vocational Education"; and Career Resource Teachers a concentration in "Career Education for the Handicapped" through Special Education. Students will take many common courses and will be involved in practica together to increase learning. The project will be directed by an Interdepartmental Steering Committee with input by an Advisory Committee. Tuition stipends are requested for forty-five (45) part-time students per year. Of these, it is expected that twenty-five (25) will obtain coursework for initial certification as a Vocational Preparation for the Handicapped Teacher or recertification as a regular vocational educator and that twenty (20) will work towards AA certification and a graduate degree.

Project evaluation will occur via: (1) evaluations of an Advisory Committee; (2) evaluation by an independent consultant; and (3) student evaluations and follow-up.

Institution: University of Missouri/Curators
University of Missouri-Columbia
Grant Contracts Administration
23 Jesse Hall
Columbia, Missouri 65211

Project Director: Donn E. Brolin Telephone Number: (314) 882-7775
Grant Number: G008430062

Project Number:	029TH40023	029UH50007	029WH60005
Amount:	$84,600	$73,000	$75,536

Competition and Title: 84.029T - Transition, Career Education Personnel Preparation (CEPP) and Materials Development Project for Preparing Educators and Resource Personnel to Provide Transition from School to Work to Community Living

Description:

Overview of Project and Need. The purpose of this project is to develop a staff development training model and instructional program to provide leadership personnel in schools and community agencies with the knowledge and skills to implement more effective transitional school-work programs in their areas. The majority of handicapped youth leaving the school system have serious difficulties assimilating successfully into the work place. A more functional curriculum, better trained personnel, and more cooperative efforts with the community sector and with parents are important needs according to leaders in this area. This proposal addresses these important needs and will, based on considerable previous experience, design and field-test an operational training approach that will teach educators and others to more adequately train persons and teach students how to provide for the career/vocational/life skill needs of handicapped youth. The project will also address the important area of networking resources and personnel together in a truly collaborative manner.

Program Content. The training model and program will be developed with the assistance of school personnel and others in various sites in Missouri through a four-credit Extension course on the topic. The course content will comprise both didactic and experiential aspects where trainees provide specific input on their training needs, then receive instruction in these areas and others deemed important by project staff. The trainees will organize transitional teams that will provide staff development training to others, devise a school/district-wide transitional plan, and develop either curriculum materials or a process by which collaborative efforts with community resources can be conducted.

Plan of Operation. The previous six-year SEP funded Career Education Personnel Preparation (CEPP) Project will be re-organized to meet the above needs. The CEPP Project has an already established state-wide network of interested school districts and SEA/Special Education support. The Division on Special Education has agreed to assume 3/4 of the cost of tuition for the trainees taking the projected Extension course that will develop and field-test the model, instructional materials, and processes. The three year project will conduct six classes per year and involve 125-150 participants per year. Several advisory groups will be used: LEA, SEA, and IHE. Three nationally respected special/ vocational educators will serve as consultants to provide close monitoring and guidance to project staff.

Evaluation Plan. A formative-summative evaluation design will be utilized. Five major elements will be evaluated: 1) needs assessment; 2) training model and materials; 3) training program effectiveness; 4) instructional materials and processes; and 5) products and dissemination procedures.

Deliverables. The products anticipated from the project will include: 1) a LIFE-CENTERED TRANSITION FROM SCHOOL TO WORK AND COMMUNITY LIVING Curriculum Guide; 2) a TRAINING MANUAL for conducting staff development; and 3) a series of prevocational/life skills instructional units and/or processes to implement the curriculum model. These will be published for national distribution for use in both pre-service and in-service training programs.

Funds are requested in this proposal for personnel and materials upon which to conduct the developmental and product aspects of the project. The State Special Education Division and schools will provide tuition costs for the trainees making this a collaborative effort.

Institution: University of New Hampshire
Education Department
Morrill Hall
Durham, New Hampshire 03824

Project Director: Richard A. Antonak Telephone Number: (603) 862-1730
Grant Number: G0086
Project Number: 029BH60299
Amount: $62,425

Competition and Title: 84.029B - Special Educators, Quality Personnel Preparation of Secondary Level Special Educators

Description:

Based upon the unique needs of New Hampshire, the Department of Education at the University of New Hampshire proposes to improve the quality of personnel preparation by developing and implementing a high quality program preparing highly skilled teachers of exceptional learners at the secondary level in New Hampshire's public schools. This program focuses on post-baccalaureate students interested in obtaining a Master's degree in Education with an emphasis in the area of general special education at the secondary level.

The principal objectives of this proposed program of personnel preparation are:

1. To prepare Master's degree level students to serve as highly skilled teachers of exceptional learners in public secondary schools.
2. To recruit students interested in working in rural areas into this training program, and to provide support for them during their training.
3. To train nonappropriately certified teachers presently teaching exceptional learners in secondary special education classes.

Institution: University of New Mexico
Special Education Department
College of Education
Albuquerque, New Mexico 87131

Project Director: Glen Van Etten Telephone Number: (505) 277-5018
Grant Number: G008535066
Project Number: 029BH50140 029AH60093
Amount: 72,574 $72,589

Competition and Title: 84.029B - Special Educators, Preparation of Teachers/Job Developers/Job Coaches in Special Education

Description:

The primary purpose of this project is to develop and implement preservice training sequences, which will prepare individuals from a variety of backgrounds to function in the role of teacher/job developer/job coach. The following major goals have been identified:

a. To develop a specific training program of integrated coursework and field experience for persons who desire to be trained to meet the needs of adolescent and young adult handicapped clients in transition to competitive employment.

b. To prepare trained secondary level personnel to meet the priorities established in the New Mexico P.L. 94-142 state plan.

c. To increase numbers of trained professionals in both urban and rural areas.

d. To develop training sequences that will meet the needs of trainees from diverse educational and experiential backgrounds.

e. To develop training sequences which will encompass coursework and field experience that assures trainee sensitivity to the special language, cultural, social, and community factors important in the role of teacher/job developer/job coach.

Documentation of the need for comprehensive career development for handicapped persons is a current focus in the special education literature. Concurrent with this trend, the need for personnel trained to address the vocational concerns of special education students has emerged. As the demand for vocational programs grows, the necessity for adequately trained personnel to staff them increases (Miller & Schloss, 1982). A study conducted by Miller, Sabatino and Larson (1980) demonstrated that the majority of vocational, regular classroom, and special educators knew little about the types of programs needed, the curriculum components, types of instructional strategies and the procedures for insuring appropriate education for handicapped adolescents.

Institution: CASE Institute for Research & Development
in Occupational Education
City University of New York
Graduate School & University Center
33 West 42nd Street
New York, New York 10036

Project Director: Bert Flugman Telephone Number: (212) 221-3532
Grant Number: G008535101
Project Number: 029BH50183 029AH60132
Amount: $95,588 $95,590

Competition and Title: 84.029B - Special Educators, Training Special Educators As Employment Related Interpersonal Skills Trainers

Description:

This proposal outlines a Masters level teacher training program that responds to shortages in personnel who can provide for the interpersonal skills training and work-experience needs of inner-city high school students with handicapping conditions. Through a collaborative effort of the New York City Board of Education, a model personnel preparation program for special educators will be implemented over a three year period. The project will train special educators in delivering employment related interpersonal skill training-an area in which teachers have little or no training.

In each project year, the project will offer two-semesters of coursework to 42 special educators. Forty special educators in 20 high schools for whom this coursework is needed will be enrolled in the training program. After one semester of a didactic/laboratory course, these 40 special educators will participate in an implementation practicum where they will conduct an interpersonal skill program in their home school under project staff supervision. Also, during each project period, two LEA based area-wide special education coordinators for career education and work-study will participate in the training so that practicum implementation and future program development in the schools will occur smoothly.

As a result of participating in the training activities special educators will be eligible to receive three course credits for the Fall didactic and three course credits for the Spring practicum in Masters level special education courses from a school of education within the University (see authorization letter). In the event that trainees do not elect to enroll in the training program for course credit they will be eligible for a certificate of competency as a career related interpersonal skill specialist.

At the conclusion of the project, the following outcomes will have been achieved:

- 120 special educators in 60 high schools will have developed the competencies needed for conducting interpersonal skills training for schools that enroll approximately 10,000 special education students.

CASE Institute - continued

- six area-wide special education coordinators of career education and work-study will have developed the capability to support special education staff in implementing the career related interpersonal skills curriculum.
- special education units in 60 comprehensive or vocational high schools (units range in size from 100 to 300 students) will have established a career related interpersonal skills program conducted by trained personnel.
- a handbook will have been developed that integrates a career related interpersonal skill training curriculum for students with a step-by-step design for a didactic and a practicum course to implement the curriculum.

The project provides a program that systematically promotes generic and vocationally related interpersonal skills among special education students (the majority of whom have emotional or neurological handicaps). It has the potential for improving behaviors that confound performance in school-based occupational training, work-experience programs, and employment situations.

Institution: City University of New York, Graduate School
CASE Institute for Research & Development in Occupational Research
33 W. 42nd Street
New York, New York 10036

Project Director: David Katz Telephone Number: (212) 221-3574
Grant Number: G008400765

Project Number: 029FH40016	029EH50028	029EH60007
Amount: $86,889	$86,889	$86,889

Competition and Title: 84.029F - Related Services, Training Parent-Trainers to Facilitate Career Education Practices in the Homes of Urban Handicapped Youth

Description:

This project is designed to enrich the career growth and development of inner-city handicapped students on the junior high school level by training parent-trainers using a trainer-of-trainers model. This process will not only help to fill a major gap between home and school but will achieve another important goal-forging a strong working relationship among collaborating community groups whose personnel are trained.

To ensure a wide participation of community groups, the project involves the following organizations who will provide personnel to be trained as parent-trainers and/or function as resources and sources of support: ASPIRA, the Puerto Rican Educators Association, The Bronx Organization for Learning Disabled, The United Parents Association of New York City and The Association by the Mayor's Office for the Handicapped and the Executive Director of the Division of Special Education of the New York City Public Schools. The Division of Special Education will specifically contribute one full-time staff member to this project.

In each year the project will train 40 representatives from a cross section of community groups including parents in 4 community school districts (10 parent-trainers in each district). The training program includes a seminar component and two practica. In the practica, (conducted at a centrally located facility in each community) parent-trainers will, as part of their training, implement a series of parent education workshops for 240 parents whose handicapped children (predominately neurologically impaired and/or emotionally handicapped) are in special education classes within the 4 communities. The university staff will infuse into the parent-trainer program, validated content, materials and teaching strategies that were successfully used in conducting pilot/demonstration programs for training inner-city parents as career educators during 1981-83. The workshops will be conducted bilingually as needed and provide materials in both English and Spanish.

Throughout the project, special attention will be directed to developing parent-trainer leadership and advocacy skills that trainers will transmit at staff development programs within their own organization. In this way the project will enable participating community groups to train a wider range of parents to become involved in career development activities with their children. In addition, the effects of the project will extend the capabilities of community groups and parent coalitions to impact on school programs that promote career education for handicapped youth as a means to facilitate the transition from school to employment. Early intervention at the junior high school level is critical if the transition is to occur successfully since work attitudes, career expectations and future selection of vocational training programs are set at this stage.

This project aims to "give away" its content and processes to develop the capacity of local groups by providing the collaborating organizations with a training model and know-how to continue working with parents and schools. Personnel participating in the program will be awarded a certificate of competency as a career education trainer of parents.

Institution: New York University
School of Education, Health,
Nursing and Arts Profession
Washington Square Center
New York, New York 10003

Project Director: Dr. Irwin Rosenthal Telephone Number: (212) 598-3484
Grant Number: G008630103
Project Number: 029FH60005
Amount: $69,961

Competition and Title: 84.029F - Related Services, Preparation of Related Services Personnel Learning Disabilities Counselor-Specialist Training Program

Description:

The Counselor Education Department of New York University proposes to create a new specialization in counselor training at the M.A level: Learning disabilities counselor-specialist. Many programs train professionals to maximize the cognitive abilities of the learning disabled, but the psychosocial, transition and career needs of the learning disabled must be addressed more adequately through trained support services personnel. This new counselor-training specilization will help facilitate both the mainstreaming and general adjustment of learning disabled youth in school, their transition decisions, and their effective functioning in higher education and the world of work. It will also facilitate the delivery of services to other youth and young adults with learning and behavior problems.

The Learning Disabilities Counselor-Specialist Training Program (LDCST) will offer lecture, lab experiences, practicum with videotape feedback, and field site courses to trainees. These different learning experiences - in which LDCST student-trainees work directly with learning disabled students and students with other learning and behavior problems - will enhance their effectiveness with varied special needs populations.

The LDCST program requires 53 credits of counselor education coursework; 23 of these credits are directly related to the learning disabilities specialization. A total of 24 students will graduate with an M.A. in school or college counseling at the end of this 3 year project. A special effort will be made to recruit qualified learning disabled students for the LDCST training program. It is anticipated that at least one-third of the LDCST trainees (8 students) will be learning disabled themselves.

The LDCST program will actively recruit qualified learning disabled students as LD counselor-specialists for three major reasons: 1) to serve as role models for LD clients, 2) to meet the needs of LD students through counseling efforts of qualified others with a similar history and problems, and 3) to open the door in graduate school for the professional training of qualified learning disabled students. Learning disabled trainees will have microcomputer/word processors, tutoring, counseling and special testing conditions available to them. As a 3 year, 53 credit full or part-time program, LD trainees will have sufficient time to master course work.

New York University - continued

The LDCST program is designed to meet not only the pressing need for LD counselor-specialists in secondary schools and colleges but also, to create a viable M.A. program in counseling in schools and colleges, with a specialization in learning disabilities.

The resources and experience of Project CLASS, a program for learning disabled undergraduate students at the Counselor Education Department of New York University, will be used for training purposes. Evaluation will be both formative and summative.

Institution: Syracuse University
Division of Special Education and Rehabilitation
805 South Crouse Avenue
Syracuse, New York 13210

Project Director: Alison Ford Telephone Number: (315) 423-4126
Grant Number: G008430063
Project Number: 029TH40028 029UH50003 029UH60001
Amount: $77,284 $77,284 $76,204

Competition and Title: 84.029T - Transition, Preparing Leadership Personnel in the Area of Transition from School to Employment and Community Living

Description:

The Division of Special Education and Rehabilitation at Syracuse University seeks assistance to prepare leadership personnel in the area of transition from school to adult life. Individuals receiving doctoral level training in this area of transition will be prepared to: 1) develop and evaluate service delivery models which address the transition needs of disabled youth; 2) conduct research and write scholarly papers on the variables that affect successful transitions; 3) train and supervise service providers including vocational educators, community college personnel, and rehabilitation counselors; 4) design programs and develop longitudinal curricula which will prepare disbled students for a variety of integrated employment and living options, and 5) establish effective linkages between educational systems and adult service agencies which results in the effective coordination of the Individualized Education Program (IEP), the individualized Written Rehabilitation Plan (IWRP), and the Individualized Service Plan (ISP).

The need for leadership personnel who will focus on the transition from school to adult life is based on local and national data which indicate that the overwhelming majority of handicapped students graduate into either overly restrictive sheltered vocational and residential services, or nothing at all. In order to effectively modify this trend, special and vocational education, rehabilitation and residential service systems must be fully understood, analyzed, and modified. Innovative practices and polcies must be developed to meet the unique needs of these graduating students. To accomplish this goal, new leaders must be trained.

The proposed leadership preparation program combines the expertise of faculty members in a broad range of areas including: Special Education, Rehabilitation, Human Policy Studies, Adult Education, Business Management and Social Work. It also draws upon the strong working relationships with area public school systems, the Office of Vocational Rehabilitation and a variety of residential, parent and advocacy organizations, and continuing educational agencies.

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Institution: Syracuse University
Division of Special Education and Rehabilitation
805 South Crouse Avenue
Syracuse, New York 13210

Project Director: Alison Ford Telephone Number: (315) 423-4126
Grant Number: G008401607
Project Number: 029BH40106 029AH50153 029AH60100
Amount: $41,308 $55,188 $55,188

Competition and Title: 84.029B - Special Educators, Baccalaureate Level
Training for Teachers of Severely Handicapped Students

Description:

The Division of Special Education and Rehabilitation at Syracuse University seeks tuition assistance to train special education teachers for the Bachelor of Science Degree to serve children and youth who are severely handicapped. University trainees will be recruited and admitted in accordance with the following criteria: 1) completion of general degree requirements at a university or community college; 2) outstanding academic performance; 3) successful experience with severely handicapped persons; 4) membership in a minority group that has been traditionally underrepresented; and 5) an expressed interest in educating severely handicapped students. Individuals receiving this training will be prepared to serve students in regular public schools and to assist them in the transition from school to adult work and community living environments. The need for this support emanates from at least two dramatic changes that have occurred in the education of severely handicapped youth since the implementation of the Education For All Handicapped Children Act of 1975 (P.L. 94-142).

First, many students who were once excluded from education are now enrolled in public school programs. The national and statewide need for qualified teachers has yet to be met. (New York State Education Department, 1982; Schofer and Duncan, 1982). This need is heightened by the impact of the deinstitutionalization movement. Large numbers of school-aged individuals are leaving institutional settings and returning to the community. Local school districts are faced with developing programs to meet these new enrollment needs.

Second, in the relatively short period of time during which we have been serving severely handicapped students in public schools, substantial revisions have been made in service delivery and curriculum and instructional design. Until recently, severely handicapped students received educational and related services in segregated environments. Due to the restrictive assumptions regarding the capabilities of severely handicapped persons, the curricular and instructional priorities of the past were generally assigned to the development of basic self-help, language, and motor skills. Based upon the limited impact school-aged programs have had on the quality of life of severely handicapped adults, substantial reform of our approaches has occurred. The now widely accepted goal of educational programs for severely handicapped students is to prepare them to become active participants and contributing members of postschool communities. Among the revised approaches emanating from this goal are efforts to serve severely handicapped students with age peers in regular public schools and to design community-based programs which will enable students to learn the skills needed for independent or maximal participation in integrated domestic, vocational, recreational, and other community environments. Newly trained personnel with the knowledge, attitudes, and skills required to enhance the functioning of severely handicapped individuals in community environments will play a critical role in the success of transitions from integrated school to integrated adult environments.

Through an especially designed component of a teacher preparation program, the Division will provide for systematic opportunities to address these personnel needs. More specifically, the objectives planned include: 1) to attract and recruit able baccalaureate level students into the profession, particularly those individuals who are members of minority groups that have been traditionally underrepresented; 2) to train teachers who will be equipped with strategies to prepare severely handicapped students to function in integrated school and community settings; and 3) to train teachers equipped with the strategies designed to ensure smooth transitions from school to adult integrated vocational, residential and recreational settings.

Institution: North Carolina Central University
Education - Special Education
Fayetteville Street
Durham, North Carolina 27707

Project Director: Dr. Cecelia Steppe-Jones
Telephone Number: (919) 683-6478
Grant Number: G008630120
Project Number: 029FH60065
Amount: $60,728

Competition and Title: 84.029F - Related Services, Training School Counselors to Provide Vocational Services to Secondary Handicapped Students

Description:

This program is primarily designed to prepare counselors who will be adequately trained to provide vocational/career support services to secondary handicapped students. The basic assumption underlying the philosophy of the training program is that handicapped students can be most effectively helped to reach their potential by counselors who have acquired the basic attitudes, knowledge, skills, techniques and methodology for assisting these students.

The major objectives of the training program are to: 1) increase the breadth of school counselor training to include the specific skills needed to help handicapped students; 2) assist counselors in understanding adolescents; 3) sensitize counselors regarding the various handicapping conditions thereby effecting changes in attitudes and behaviors toward exceptional children; 4) develop among counselors more proactive behavior towards fulfilling their role in the education of children with special needs; 5) minimize or eliminate the communication gap between the special education teacher, the counselor, and other school personnel; and 6) identify specific ways that the counselor can compliment and supplement the work of the special teacher to assure the cognitive, communicative, social, and emotional needs of exceptional children.

Institution: University of North Carolina
Curriculum in Recreation Administration
207 Pettigrew Hall 058A
Chapel Hill, North Carolina 27514

Project Director: Dr. Charles C. Bullock Telephone Number: (919) 962-1222
Grant Number: G008630117
Project Number: 029FH60058
Amount: $65,742

Competition and Title: 84.029F - Related Services, Professional Preparation of Therapeutic Recreation Personnel to Work with Handicapped Children: The Provision of Therapeutic Recreation Education and Training at the Master's Degree Level with an Emphasis on Transition from School to Adult Life

Description:

This proposal is a three year preservice training project to prepare master's level therapeutic recreation personnel to work in community agencies, rehabilitation/treatment settings, and school settings with children who are handicapped. The application is submitted to the related services personnel competition which supports the preparation of individuals who provide related services to assist a child to benefit from special education. The project is a 15-18 month degree program which provides both course work and intensive field experiences. The personnel preparation project is designed to meet the preservice needs of therapeutic recreation specialists and is compatible with the needs of state and local education agencies and the State Comprehensive System of Personnel Development.

An option in therapeutic recreation exists at the University of North Carolina. The present proposal will fund one instructor who is needed to ensure continued quality of therapeutic recreation education at the University. In addition, the faculty person would become the liaison between the personnel preparation program and the State Education Agency to ensure the preparation program is consistent with the training needs of state education personnel. The project will fund 6-10 graduate students at least one-third of whom will be targeted to work within the education system either in direct service or consultant roles.

To ensure continued quality trainees, special emphasis will be placed on the recruitment of two particular groups of students:

1. Persons with handicapping conditions.

2. Member of other groups that have been traditionally underrepresented

The basic goal of the proposed program is to increase the availability and quality of recreational services for children with handicapping conditions to ensure that they can participate in a full range of recreation activities by training more and better educated therapeutic recreation personnel in the State of North Carolina and in the Southeast.

Institution: Bowling Green State University
Department of Special Education
451 Education Building
Bowling Green, Ohio 43403

Project Director: Edward D. Fiscus Telephone Number: (419) 372-7358
Grant Number: G0086
Project Number: 029BH60316
Amount: $133,176

Competition and Title: 84.029B - Special Educators, Preservice Training Personnel for Severely Handicapped

Description:

This proposal seeks funding for aspects of the preservice special education program at Bowling Green State University. These activities are specifically geared toward training teachers of the severely handicapped. The project is divided into the following five activity components: Preparation of teachers of the moderately, severely, and profoundly handicapped and multi-handicapped; preparation of teachers of very young (ages birth - 10) moderately, severely, and profoundly handicapped; preparation of educational personnel at the Master's level to work in the area of supported work with the severely handicapped in community employment settings; establishment of a two-year Master's level program for the preparation of teachers of the hearing impaired; and the enhancement of a Master's level program for the preparation of teachers and supervisors of seriously emotionally disturbed children and youth.

All the activity components are aimed at providing teachers to work in an area of great need, the teaching of severely handicapped children. The first component maintains and builds a program that has established itself as a leader with the state. The second component adds a particular new dimension, a downward extension of age range, to our MSPH teacher preparation program; the local and state needs for teachers of this population are very great. The third component focuses on the development and expansion of a specific aspect of our vocational/special education program. The need for personnel to teach severely handicapped in supported work, community-based settings is gaining daily. The fourth component is a new area of Master's level concentration at Bowling Green State University, preparation of teachers of the hearing impaired. This program emphasizes (1) attention to certifications or content specialization attained prior to admittance into the program, (2) continual integration of theoretical and practical work, and (3) special stress on what is "regular" about education of the hearing-impaired as well as what needs to be "special". The final component, preparation of teachers of the seriously emotionally disturbed, extends a previous project by the addition of a supervisory option and by refinements in coursework and practicum experience.

Institution: Kent State University Foundation, Inc.
Research and Sponsored Programs
233 Lowry Hall
Kent, Ohio 44242

Project Director: Robert Flexer Telephone Number: (216) 672-7977
Grant Number: G0086
Project Number: 029BH60268
Amount: $64,951

Competition and Title: 84.029B - Special Educators, Interdisciplinary Field-Based Preservice Training in Transition Services for Severely Handicapped Youth

Description:

This application seeks support to prepare six master's level professionals to function as transitional specialists in secondary vocational programs for persons with severe handicaps. Entry level competencies of trainees are MSPH certification K-12 or equivalent combined experience and leveling coursework. Starting with the teaching competence foundation, trainees are then provided with a sequence of coursework, seminars, and field work in provision of vocational instruction and services and transitional planning to secondary students. The focus of this training is to provide specialists who are skilled in job training, job development and placement and transition services. The outcome to be realized by preparing such specialists is gainful employment for graduates with severe handicaps.

Because of the failure of vocational services systems in achieving job outcomes, efforts at the secondary and postsecondary level need to be intensified, including the preparation of professionals to organize new models of service delivery and to insure access to work and training to perform jobs. The competencies of such a specialist are outlined, and how to train and verify them is established in this proposal. Procedures are described which are necessary to establish a cooperative effort between the university training program and exemplary training sites where students with severe handicaps are receiving an appropriate vocational education and necessary transition planning is provided to help to insure successful post-school employment.

Institution: Kent State University Foundation, Inc.
Research and Sponsored Programs
233 Lowry Hall
Kent, Ohio 44242

Project Director: Jacques H. Robinson Telephone Number: (216) 672-2477
Grant Number: G008535090
Project Number: 029BH50406 029AH60163
Amount: $88,218 $88,218

Competition and Title: 84.029B - Special Educators, Preservice Training of Personnel with Comprehensive Double Majors in Special and Vocational Education

Description:

The purpose of the proposed effort is to develop and implement a preservice training program offering a comprehensive double major in Special and Vocational Education. The basic program is designed to permit the student to complete the requirements for certification in one field of Special and one field of Vocational Education in a four year (or its equivalent in semester hours) curriculum. In some cases, provision is made for an integrated five year program yielding both Bachelors and Masters degrees.

The certification options would include:

Special Education (SPED)

1. Educable Mentally Retarded (EMR)
2. Learning Disabled and Behavior Disordered
3. Moderate, Severe and Profound handicapping conditions

Vocational Education (VOED)

1. (a) Occupational Work Experience (OWE)
   (b) Occupational Work Adjustment (OWA)
2. Business Education
3. Distributive Education
4. Business and Office Education
5. Home Economics Education (HE)
6. Trade and Industrial Education

The unique role functions to be served by those who are dual certified, beyond those which would characterize any teacher with single certification, are as follows:

1. To teach "special needs" Vocational Education to handicapped students who cannot profit from "mainstream" VOED placement.

Kent State University Foundation, Inc. - continued

2. To teach in "mainstream" VOED settings and meet the needs of handicapped youth who otherwise could not be mainstreamed (because of their need for teachers with Special Education competencies).
3. To serve as a resource to fellow vocational educators as to how to meet the needs of the handicapped.
4. To produce prototypic VOED instructional materials designed to meet the needs of the handicapped.
5. To form a cadre of vocational educators who, with appropriate teaching experience and additional training, can assume leadership (administrative and/or supervisory) roles in vocational and career education for the handicapped.

It is anticipated that the 110 teachers trained in a 3-year period would serve over 5,000 handicapped youth over a 10-year period. Further need for support after the 3 years is not anticipated.

Institution: Teaching Research Division
Oregon State System of Higher Education
345 N. Monmouth Avenue
Monmouth, Oregon 97361

Project Director: Torry Piazza Templeman Telephone Number: (503) 838-1220 x391
Grant Number: G008400762

Project Number:	029KH40104	029JH50016	029JH60034
Amount:	$65,113	$75,199	$73,813

Competition and Title: 84.029K - Special Projects, Training School and Community Service Personnel for the Transition of Secondary Handicapped Students to Post School Environments

Description:

This project is designed to facilitate the coordination of school and community service individuals in the timely planning and subsequent programming for the transition of secondary, moderately and severely handicapped students to future environments. To accomplish this goal the project proposes to target training activities at three levels: classroom teachers and administrators, community support personnel, and in-district trainers.

Initial efforts will focus on implementation level training for teachers of handicapped adolescents in developing programs designed to facilitate the systematic transition of these individuals to post school environments. Administrators will be trained at this level in providing appropriate support and monitoring assistance to the teacher.

A second key element in the project will be the active involvement of community social service/providers in cooperative planning activities with school personnel necessary for successful transition from the secondary school to community environments.

A third major component of this project will focus on the preparation of existing staff to serve as trainers able to provide on-going instruction to teachers and community service personnel in the transition planning process. This element of the project will ensure that the training model brought to individual school districts by this project will continue over time and become an integral part of the secondary curriculum for handicapped students.

Teaching Research has designed and documented an inservice education approach that has demonstrated change in teachers and students. This inservice model received approval through the Joint Dissemination and Review Panel (JDRP) as an exemplary approach to inservice training. The reader is referred to Appendix A, which contains the validation paper submitted to JDRP.

In planning for this application, project staff solicited input from local and state level educational agencies relative to perceived need within Oregon for the proposed training. There is consensus among the various agencies with whom we met that many secondary level teachers have an awareness of the need for typing programming to skills needed in future placements. However, few school districts have a working plan for successfully involving community based service providers and case management persons in on-going planning for the secondary student. This link-up is seen as a vital, yet missing, component in the program planning process for the adolescent severely handicapped student. The activities included in this project are designed to bridge this gap. The writers view the three pronged approach outlined above as an innovative method to filling this need. Teaching Research has included within this project, unique and innovative strategies for accomplishing stated goals.

1) The project will form a network of service providers - school based and community based - with common goals and specific procedures to accomplish those goals.

2) The project will utilize proven inservice methodologies of training and on-site follow-up technical assistance. The Teaching Research Inservice Training model has a long history of demonstrating change in student and teacher behavior.

3) The project will establish an intact training component for the transition planning process which will continue to serve the school and community after the completion of the project.

Institution: Teaching Research Division
Oregon State System of Higher Education
345 N. Monmouth Avenue
Monmouth, Oregon 97361

Project Director: H.D. Bud Fredericks Telephone Number: (503) 838-1220 x 391
Grant Number: G008535110
Project Number: 029BH50269 029AH60146
Amount: $45,303 $51,587

Competition and Title: 84.029B - Special Educators, Training Secondary Education Teachers to Cope with the Academic and Behavioral Needs of the Student Who is Mildly Retarded or Learning Disabled and Who Exhibit Behavior Problems

Description:

This project will provide training for secondary special education teachers, assistant teachers, and regular education teachers instructing basic skills classes who typically serve students who are mildly retarded or learning disabled and exhibit behavior problems. These teachers will be trained to teach an alternative secondary functional curricula that will facilitate the student's success in their post school living and work environments. Teachers will also be trained in effective classroom behavior management strategies that will enable students to maintain in the regular school environment and decrease disruptive school behaviors. Finally, training will include administrative and classroom management procedures that will facilitate cooperative efforts of administrative, special education and regular education personnel in the mainstreaming process, consistent management of inappropriate behaviors across all school environments and coordination of educational services.

College credit leading towards advanced degrees will be awarded for this training. This project will provide training to teachers that is typically not received at the preservice level. Furthermore, compensation monies will be reimbursed to school districts for substitutes hired while teachers are involved in training. This feature should allow school districts to participate in training without being restricted by budgetary concerns.

Institution: University of Oregon
Division of Special Education & Rehabilitation
135 Education Building
Eugene, Oregon 97403

Project Director: Robert Horner Telephone Number: (503) 686-5311
Grant Number: G0086
Project Number: 029BH60374
Amount: $76,872

Competition and Title: 84.029B - Special Educators, School and Community Services Program: Preparing Personnel to Work With Severely Handicapped People

Description:

The present request is for student and supervisor support in the preservice training of professionals to work with severely handicapped individuals. The proposal builds on an established severely handicapped program, the School and Community Services (SCS) program at the University of Oregon. The program prepares personnel with Severely Handicapped Learner Certification at both baccalaureate and post-baccalaureate levels. The program also supports master's students who are either already certified or wish no certification.

The goal of the program is to prepare 20 certified and/or master's degree-level professionals per year who have the knowledge and skills to deliver best practice educational and community services that will effect behavior and lifestyle change for severely handicapped persons. The program is organized around a set of competency indicators which require students to demonstrate competence in tasks that actually reflect the role requirements of the job. Training is heavily field-based, emphasizing the performance of desired skills and activities in the environment where those activities would naturally be performed. The structure of the SCS program allows for individualization both in the time required to demonstrate proficiency in designated role components and in further specialization in the general severely handicapped area. The program takes the responsibility to expose students to current best practice technology and contemporary service technology. Training occurs in a rich research and service environment, and prepares teachers and others to incorporate research findings and procedures developed in model programs into daily practice in normal service environments.

The School and Community Services Program at University of Oregon directly supports recent federal initiatives by OSERS. The program is responsive to the transition initiative (Will, 1984a) by offering a certification specialization at the secondary level and a master's specialization in Adult and Community Services. Students electing these emphasis areas receive focused coursework and practica in settings that provide exemplary "transition" services. The program is equally supportive of the LRE initiative (Will, 1984a) in that all school practica occur in integrated public school sites. As a consequence students have the opportunity to learn the actual skills necessary to foster integration and build a social network for students with severe handicaps.

Institution: University of Oregon
Division of Special Education and Rehabilitation
Eugene, Oregon

Project Director: Andrew S. Halpern Telephone Number: (503) 686-3585
Grant Number: G008400761
Project Number: 029KH40142 029JH50038 029JH60033
Amount: $79,256 $79,256 $79,759

Competition and Title: 84.029K - Special Projects, Secondary Level Teacher Training Program

Description:

The basic goal of the project is to develop, implement, and evaluate a preservice teacher training model for secondary level special education. The development of this model is based on certain assumptions about handicapped student needs in secondary special education, and the types of teacher competencies that are required in order to respond to these needs effectively.

The dimensions of secondary special education are presented with some detail, including descriptions of representative programs in different parts of the country. Teacher competencies needed to implement such programs are also discussed.

Both of these literature reviews are offered as beginning foundations for further development of a model. With the active assistance of both agency and consumer representatives, project staff will further refine these assumptions during the early months of the first project year, as a prelude for developing the initial statement of course and program requirements for the teacher training program.

Articulation of these course and program requirements will be a primary objective of the first project year. Students will not be enrolled in the teacher preparation program until the second and third years of the project, after initial planning is completed.

Institution: University of Oregon
Division of Special Education and Rehabilitation
Eugene, Oregon 97403

Project Director: Barbara Wilcox Telephone Number: (503) 686-5311
Grant Number: G008430061

Project Number: 029TH40020	029UH50001	029UH60008
Amount: $90,763	$90,763	$90,763

Competition and Title: 84.029T - Transition, Consortium for Youth with Disability: Leadership for the Transition Years

Description:

The Consortium for Youth with Disabilities is a response to the need for leadership personnel who focus on the transition from school to work and adult life. the Consortium brings together University training programs in Special Education, Vocational Rehabilitation, Public Policy, Human Services, and Business to examine the range of issues and policy problems that become salient in the transition years.

The Consortium will operate within the University of Oregon as a cross-disciplinary project that involves both faculty and students. Six to twelve advanced graduate students from various disciplines will participate each year in: (a) a year-long seminar on transition issues; (b) a supervised apprenticeship experience related to transition; and (c) a research group developing information and resources for transition practices. Faculty from each discipline will participate in the seminar, serve as advisors to students from other disciplines, and conduct research that results in knowledge related to transition. In addition to the skills acquired by participating students and faculty, the Consortium will produce each year a monograph of studies and resources related to transition from school to work and adult life.

Institution: University of Oregon
Specialized Training Program
135 Education
Eugene, Oregon 97403

Project Director: Barbara L. Wilcox Telephone Number: (503) 686-5311
Grant Number: G008400626
Project Number: 029KH40002 029JH50028 029JH60031
Amount: $85,823 $91,574 $91,574

Competition and Title: 84.029K - Special Projects, The Parents' Graduation Alliance: Transition Support for Severely Handicapped Students

Description:

The Parents' Graduation Alliance (PGA), a joint effort of the University of Oregon's Specialized Training Program and the Association of Retarded Citizens of Oregon, is designed to provide support to parents and families of severely handicapped students facing the transition from school to work and adult life. The focus on the transition period reflects the critical importance of this time in establishing lifelong options for severely handicapped individuals. Although a difficult time for students and families alike, the transition period offers opportunities for increased parent involvement for significant program improvement. The PGA will establish local teams of parents and cooperating professionals throughout the state, to provide information, referral, training and advocacy services to parents in order to (a) improve secondary programs for students with severe handicaps, (b) improve and expand the range of adult services available to students after graduation, and (c) ensure coordinated service delivery between school and adult service agencies.

To achieve the goal of improved transition services, the PGA will accomplish six major objectives, each of which is represented as one project component.

1. Develop training materials. PGA will develop a training structure and informational materials to be used by PGA Team in training parents. The informational materials will present generic information as well as allow for adaptation to include county-specific information on post-school opportunities and services.

2. Establish PGA Teams. PGA will establish 10 transition support teams of parents and volunteer professionals throughout Oregon. Team leaders will receive training and ongoing technical assistance from the project.

3. Provide transition assistance. Transition support teams will provide direct assistance to parents in planning the transition of their child from school to work and community living. Specific assistance will focus on IEP development, formal transition planning, and adult services.

University of Oregon - continued

4. Provide assistance to organizations. The project will help parents, not only in transition planning for individual students, but also in efforts to improve schools and community service organizations. This will involve helping parents gain representation on advisory boards and providing direct project assistance to organizations affecting transition.

5. Evaluate project. Project evaluation activities address all aspects of the proposed work and include, as a unique component, annual statewide surveys of parents whose severely handicapped sons or daughters will leave school within the next five years or have left school within the last five years.

6. Project management and internal support. This aspect of the project is responsible for ensuring timely and cost-effective completion of all other work.

The project will benefit Oregon's severely handicapped students and their families by improving the quality of transition planning, increasing parent participation in school and adult services at the point of transition, and increasing the quality of services available before and after graduation. The project's approach, materials, and procedures will provide a demonstration for other states of one way to obtain effective parent participation in transition services for severely handicapped students.

Institution: University of Oregon
Division of Special Education and Rehabilitation
Eugene, Oregon 97403

Project Director: R. William English Telephone Number: (503) 686-3585
Grant Number: G008530095
Project Number: 029DH50071 029CH60053
Amount: $65,000 $65,000

Competition and Title: 84.029D - Leadership Personnel, School to Community Transitions Doctoral Program

Description:

This proposal requests funds to provide partial support, for administrative activities and student support, for a newly formed doctoral degree program at the University of Oregon in "School to Community Transitions." The goal of the program is to prepare leadership personnel who can assume positions as administrators, teachers, or applied researchers/program evaluators in the field of special education in universities, public special education, and community transition agencies. Program graduates will have content expertise in secondary special education and networking special education services with community transition services.

Special education services have been expanded dramatically in the last decade in response to legal mandates provided by Public Law 94-142 and Section 504 of the Vocational Rehabilitation Act. This has resulted in a great increase in the number of students with disabilities who are leaving high school. In response to these trends the Office of Special Education and Rehabilitation Services (OSERS) has established "transitions" from high school to employment as a national priority. The OSERS program initiative mandates that special education services place far more emphasis on vocationally oriented curriculum and engage much more actively in networking with vocational education and allied community transition agencies.

This grant proposal describes a professional preparation program that is a direct reflection of the OSERS national initiative on transitions. The rationale behind this proposal is that the field of special education needs doctoral trained personnel to provide leadership to formulate policies, prepare and direct service delivery professionals, and generally assure that the transitions initiative is carried out. The proposed doctoral program is a three year degree curriculum, beyond the master's degree. Program activities are planned to achieve 13 objectives and the content of the doctoral program is designed to assure that graduates have demonstrated competence in eight areas: (1) comprehensive knowledge of the field of special education; (2) clinical skills; (3) supervisory and administrative skills; (4) instructional/teaching skills; (5) research and evaluation skills; (6) writing skills; (7) interpersonal communication skills; and (8) leadership skills.

University of Oregon - continued

The University of Oregon provides a rich environment where doctoral students can gain knowledge and skill competence in transitions, through didactic study and experential involvement in ongoing research and demonstration projects.

This proposal describes the need for this grant, the potential benefits of a Transitions Doctoral Program, the program plan of operation, and a plan for evaluating the extent to which the program outcomes are compatible with program objectives and competencies.

Institution: Western Oregon State College
OSU-WOSC School of Education
Department of Special Education
Monmouth, Oregon 97361

Project Director: Dennis J. Fahey Telephone Number: (503) 838-1220
Grant Number: G008401615

Project Number: 029BH40208	029AH50089	029AH60072
Amount: $35,906	$35,906	$35,906

Competition and Title: 84.029B - Special Educators, Masters Level Training of Vocational-Special Educators

Description:

This project will add a component to the preservice program in the Oregon State University-Western Oregon State College School of Education which prepares teachers of students with handicaps. These special education teachers will gain the knowledge and skills to serve the vocational education needs of handicapped public school students. The need for this additional training is documented by the significant percentage of handicapped students who receive less than an appropriate education in this priority area. In order to prepare this target population adequately for transition into post-school life, an expanded curriculum to provide independent living skills and vocational skills is necessary. In addition, major emphasis is necessary on the acquisition of social skills and community work experience.

The current preservice program prepares teachers to teach the handicapped learner and emphasizes the remediation of traditional basic skill deficits. Graduating masters level teachers will be prepared to teach this targeted population of handicapped learners vocational skills and to facilitate integration into existing vocational education programs in school districts. This proposal adds components to the current preservice program at Western Oregon State College which will provide these skills to graduating teachers. In addition the expertise of the Department of Vocational and Technical Education will be blended with Special Education. There will be incorporated a practicum experience in schools serving the mildly and severely handicapped. This practicum will include experiences in field (community) settings.

Outcomes of this project will be special education with vocational education skills to serve handicapped youth in fulfilling their potential following completion of their formal education.

Institution: University of Pittsburgh
Office of Research
200 Gardner Steel Building
Pittsburgh, Pennsylvania 15260

Project Director: Steven R. Lyon Telephone Number: (412) 624-0283
Grant Number: G0086
Project Number: 029BH60180
Amount: $94,042

Competition and Title: 84.029B - Special Educators, A Graduate Specialization Program to Prepare Teachers of Young Adults with Severe Handicaps

Description:

This proposal describes a project designed to prepare special educators to teach young adults with severe handicaps. Currently, national, regional and local demographic and research data and related professional literature substantiate the need for teachers trained to work with secondary-level students with severe handicaps: (1) instruction provided by teachers who have received traditional and generic training has been ineffective; (2) shortages in the supply of teachers to work with secondary-level severely handicapped students in Pennsylvania and nationally still exist; and (3) recent innovations and developments in educational, vocational and related programs for young adults with severe handicaps necesitate the development and implementation of personnel training programs consistent with current trends and needs. The project will prepare 10 master's level teachers each year for three years. Project objectives correspond directly to seven informational and performance competency clusters delivered sequentially through seven didactic and field-based internship courses over three consecutive terms of study: (1) overview of programs and services, (2) ecological-behavioral assessment, (3) instructional methods and procedures, (4) domestic living skills instruction, (5) community-living skills instruction, (6) vocational skills instruction, and (7) transition and community integration. Trainees will apply knowledge and informational competencies in three different types of field settings including public high school programs, adult programs, and community residential programs during 38 weeks of structured and supervised internship experience where they will receive weekly direct observation, feedback, instruction and supervision from a project internship supervisor. Project trainees and project staff will also contribute instructional support and assistance, technical assistance and consultation to community programs and professionals who will also be involved in a project advisory board which will provide input and feedback to the project and share and disseminate new knowledge. Objective and subjective evaluation measures provided by project staff, students, community agency professionals and persons and parents will enable evaluation of project administration and overall project management and evaluation of the attainment of project objectives and impact on participating handicapped students, their families, programs and communities.

Institution: Clemson University
Department of Elementary and Secondary Education
Tillman Hall
Clemson, South Carolina 29631

Project Director: Alice M. Derr Telephone Number: (803) 656-3482
Grant Number: G008535016
Project Number: 029BH50196 029AH60098
Amount: $71,221 $71,221

Competition and Title: 84.029B - Special Educators, The Master of Education in Special Education: Secondary Emphasis

Description:

The purpose of the project proposed by the Department of Elementary and Secondary Education, Clemson University, is to increase the supply and improve the quality of special education teachers who serve learning disabiled (LD), emotionally handicapped (EH) and educable mentally handicapped (EMH) students at the secondary school levels.

This project proposes to train LD, EH, and EMH teachers through a Master of Education (M.Ed.) degree in Special Education with a Secondary Emphasis track. In addition to the courses in LD, EMH, and EH which are required for certification, students will take several new courses designed specifically for teaching handicapped adolescents.

Funding from this grant will be used to acquire one additional instructor for our special education faculty who will have the needed expertise in the area of secondary special education. Funding will also provide financial assistance to full-time graduate students in the M.Ed. in Special Education - Secondary Emphasis program.

Objectives and Need for This Assistance

The Problem:

According to South Carolina regulations secondary school special education teachers must be certified to teach the LD, EMH, and EH students assigned to them, so that they can fully design and implement an appropriate individualized education program. Yet, due to the institution of new special education programs at the secondary levels, and a high attrition rate among special education teachers, schools are often forced to hire teachers who are not certified in these areas.

Secondary school special education teachers should possess certain competencies unique to working with adolescents. They need to adapt the curricula to meet the needs of the handicapped learner, not only in the content subjects which they teach directly to the student, but also for the subjects in which the student is mainstreamed in regular classes. They also need to prepare their students for life after high school. Career and vocational education, "survival" skills, and social communication skills are very important to the recent graduate. The special education teacher is often placed in the role of advocate for the student, having to coordinate the demands and assistance of community agencies, school personnel and the student's family. Yet courses in career and vocational education for the handicapped or the adaptation of secondary content subjects have not been included in the training of the special education teachers. In fact, about one-half of the special education teachers hired for secondary schools in this local area majored in Elementary Education in college. Even those who majored in Special Education received no specific training in the aforementioned competencies.

Institution: South Dakota Division of Elementary and Secondary Education
Section for Special Education
Kneip Building - 700 N. Illinois Street
Pierre, South Dakota 57501

Project Director: George R. Levin Telephone Number: (605) 773-3678
Grant Number: G008400620

Project Number:	029HH40007	029GH50041	029GH60026
Amount:	$49,076	$76,664	$80,820

Competition and Title: 84.029H - State Education Agency, Preparing Special Educators for Partnerships in Special Needs Vocational Training

Description:

Over 2,800 adolescents served in the rural schools of South Dakota require vocational preparation and on-the-job training to complete their Individual Education Program. With increasing emphasis on academic competency in mathematics and science as requirements for graduation from South Dakota schools, these adolescents will complete their secondary education by successfully achieving the goals on their Individual Education Program. These goals will be vocational and "real job" oriented.

Special education teachers in South Dakota must perform a variety of roles. An emerging role is that of vocational education monitor and on-the-job training broker. Special education teachers in rural communities must have the expertise to lead placement committees in designing secondary IEPs which address vocational education experience, must act as a resource to vocational education personnel, must be expert in using generic community resources for on-the-job training, and must be a respected resource to the business community in our towns and cities.

The major goal of this proposal is to provide professional development experiences to rural special education teachers in the following areas:

1) Most effective practices in vocational education for special needs students.

2) Procedures and protocols in organizing the local business community to support on-the-job training programs for handicapped adolescents.

3) The integration of these services into the dynamics of the placement committee which designs an Individual Education Program to meet the identified needs of the student.

Rural secondary special education teachers will become capable of providing the leadership and organization for vocational special needs programs. They will be able to access the resources of their school and community and to focus these talents, time, and services to meet the long term employment needs of handicapped students. They will be viewed as valuable partners with the business and professional community in strengthening the quality of life in South Dakota.

South Dakota Division of Elementary and Secondary Education - continued

A task force consisting of special educators, vocational educators, parents of handicapped children, state agencies serving the handicapped, business and professional organizations, and the Departments of Labor and Education and Cultural Affairs will be appointed by the state superintendent.

This task force will develop a resource guide with two major components:

1) Best practices in vocational and special education in rural settings.

2) Protocol and procedures to develop and access local business community resources for on-the-job training (National Alliance of Business, State Chamber of Commerce, South Dakota Retailers Association, State Private Industry Council).

The resource guide will serve as the framework for continuing inservice and professional development activities to be conducted regionally in South Dakota. This development will include workshops and inservice sessions conducted through special education cooperatives in six regions in South Dakota. An intensive summer institute will culminate this inservice activity by bringing together the best national practitioners in vocational special education, representatives of the South Dakota business community, and special educators in South Dakota.

An evaluation committee comprised of representatives from the Department of Education and Cultural Affairs, Department of Labor, South Dakota Private Industry Council, and a third party evaluator will meet semi-annually. The project will be evaluated with the Stufflebeam model. The committee will use content. Imput, process, and product evaluations to provide data relative to planning, programming, implementing and recycling decisions.

The anticipated outcome of this project is that Secondary Special Education students will be served through Individual Education Programs, designed by local placement committees which include vocational education preparation, on-the-job training, and entry employment experience. We will increase the "holding power" of South Dakota schools and provide handicapped young people with non-subsidized employment.

Institution: The University of Tennessee at Chattanooga
Department of Special Education and Counseling
615 McCallie Avenue
Chattanooga, Tennessee 37403

Project Director: Barbara Ray Telephone Number: (615) 755-4368
Grant Number: G008535005
Project Number: 029BH50422 029AH60203
Amount: $52,865 $61,548

Competition and Title: 84.029B - Special Educators, Secondary Education for the Emotionally Disturbed

Description:

There is a documented shortage of teachers of the seriously emotionally disturbed (E.D.) student in the Southeast region of the United States. This region includes Tennessee and Georgia, the states primarily served by The University of Tennessee at Chattanooga. Locally, the most significant training need is for teachers with expertise in the education of E.D. adolescents. These teachers need extended training to deal with student problems involving drug and alcohol abuse, violent and delinquent behavior, problems related to sexuality, subcultural peer group pressures and the likelihood of their students being truant or dropping out of school.

Accordingly, a training program is proposed that: (a) assures a significant increase in the number of certified personnel; (b) provides graduates with increased competencies in dealing with the previously specified problem areas and providing for other affective and crisis management needs of E.D. adolescents and; (c) results in improved quality of services to a significant number of E.D. adolescents. Evaluation procedures will comprehensively monitor these three training goals, providing detailed information concerning them and related objectives. Project SEED should significantly improve service delivery to adolescents in the Southcentral Tennessee, Northwest Georgia area.

Institution: Vanderbilt University
Peabody College
Box 416 - Peabody
Nashville, Tennessee 37203

Project Directors: Richard E. Shores Telephone Number: (615) 322-8105
Grant Number: G0086
Project Number: 029BH60372
Amount: $74,744

Competition and Title: 84.029B - Special Educators, Training Special Education Personnel to Serve Severe Behavior Disordred Adolescents

Description:

The purpose of this application is to provide funding for ten master's level trainees who will gain expertise in providing appropriate educational opportunities including vocational and transitional programs for severely behaviorally disordered adolescents. The goals of this project are to prepare: (1) 20 educators over 3 years to be competent in providing appropriate educational programs in the areas of career and vocational education, academic instruction, and daily living skills to adolescents who have severe behavior disorders; (2) professional personnel for roles in public school secondary programs, vocational training programs, residential treatment centers, and/or correction programs; (3) master's level personnel who are competent in using direct instructional procedures and ecological management strategies, including professional consultation and supervision, to aid in improving the education and treatment of behaviorally disordered youth.

The program will train approximately 20 students over the 3-year period through a combination of didactic coursework and field work particularly relevant to their professional goals. The program is designed for persons currently working in the field of behavior disorders or related areas. The trainees will complete a master's degree within a 2-year period through a combination of coursework and field work during the summer and academic year.

Institution: University of Texas
Department of Special Education
EDB 306
Austin, Texas 78712

Project Director: Jim Daniels Telephone Number: (512) 471-4161
Grant Number: G008430059
Project Number: 029TH40012 029UH50008 029UH60010
Amount: $93,700 $93,423 $93,421

Competition and Title: 84.029T - Transition, Preparation of Leadership Personnel in the Transition To Adult Working Life

Description:

This proposal requests funds for the expansion of the University of Texas Department of Special Education doctoral training in the area of transitional skills needed in moving from school to adult working life. Funds requested in this proposal will be used to establish a training sequence which will increase the supply of trained personnel with expertise in problems inherent when handicapped children move from school to work. A substantial portion of the funds requested will be used for recruitment and support of students. The remainder of the funds will be used to expand current on-campus practicums and support instructional personnel specific to this project. The University of Texas Department of Special Education has been training personnel in special education since 1965. Since 1980, the Department has also offered doctoral training in the area of vocational rehabilitation. We feel that the fact that both rehabilitation and special education have strong faculty in the same department will accelerate the delivery of this training. The University of Texas is a major research and graduate training institute in the Southwest and provides leadership training on a national level. It also provides for a pre-service training on a masters and baccalaureate level for special educators and rehabilitation personnel. Funds requested in this project are to support the development of national leadership personnel who are skilled and competent to address problems faced by handicapped youth in transition from school to work.

Institution: University of Utah
Department of Special Education
Salt Lake City, Utah 84112

Project Director: Carol Weller Telephone Number: (801) 581-8122
Grant Number: G008535024
Project Number: 029BH50050 029AH60052
Amount: $54,628 $54,628

Competition and Title: 84.029B - Special Educators, Preservice Preparation of Teachers of Secondary age Mildly Handicapped Students in Transition from Resource Rooms to the Community

Description:

The project proposed by the Department of Special Education, University of Utah, involves the preparation of preservice teacher trainees to deliver appropriate transition resource room services to secondary age mildly and moderately handicapped students in transition from resource room to community. The preparation program encompasses training in three criteria: (1) transition teaching processess; (2) transition curriculum content; and (3) adult service system integration. Thirteen teacher competencies are critical to this training and include: understanding adult service systems, coordinating in-school and community resources and IEP's, development of school to community transition strategies, implementation of curriculum in cognitive learning strategies, career education, pre-vocational training, social/adaptive curriculum, and functional living skills, and application of teaching strategies for adaptive classroom management, special needs diagnosis, and counseling/communication with secondary age students. These competencies culminate in the teaching outcomes of: (1) teaching acts that are appropriate for secondary age mildly and moderately handicapped students in transition; (2) transition curriculum development and implementation; and (3) integrated IEP development.

To prepare teachers of secondary age mildly and moderately handicapped students in transition from resource room to community, the following objectives will guide this training effort:

1) Over the three year project duration, a total of 30-40 preservice trainees will receive either the Bachelors or M.Ed. degree in Special Education with Resource Certification: Secondary Emphasis. The course programming will feature both on-campus and community based training and supervision with trainees prepared in:

    a) teaching processes required for teaching secondary age mildly and moderately handicapped transition students with practicum experiences selected from one of 9 integrated secondary resource rooms.

b) curriculum content appropriate for secondary mildly and moderately handicapped transition students with practicum experiences selected from one of 9 integrated secondary resource rooms cities.

c) a community based service system that incorporates practicum experiences selected from one of 9 adult service system cities.

2) Throughout the project, the competencies and activities associated with this teacher preparation program will be disseminated on a state, regional, and national scale.

3) The secondary transition emphasis of resource certification in conjunction with Bachelors or M.Ed. degree will be incorporated into the existing program of the Department of Special Education by using existing departmental faculty expertise, adjunct faculty from integrated resource room sites and adult service system sites, and the expertise of the subcontractor from Special Vocational Services (SVS), Salt Lake City School District.

4) Preservice trainees will be evaluated both formatively and summatively relative to their performance in coursework, practica, and ability to formulate and implement service delivery appropriate for secondary age mildly and moderately handicapped students in transition from resource room to community. Project activities will be formatively evaluated on an ongoing basis.

Institution: Utah State University
Contract/Grant Office
UMC 10
Logan, Utah 84322

Project Director: Frederick S. Berg Telephone Number: (801) 750-1378
Grant Number: G008535022
Project Number: 029BH50191 029AH60094
Amount: $65,686 $65,686

Competition and Title: 84.029B - Special Educators, Listening in Urban and Rural Noise (LURN)

Description:

This project is designed to educate prospective career educators in providing classroom listening support in the elementary and secondary schools, especially to hard-of-hearing children and youth. The project will be entitled Listening in Urban and Rural Noise (LURN), to emphasis the need to alter the typically poor acoustical and listening conditions of school classrooms. Project LURN will be introduced at six universities including Utah State University (USU) during Fiscal year 1985-86 and expanded to 10 other universities during Fiscal years 1986-87 and 1987-88.

The project will be centered around a competency-based course called Listening for the Hard-of-Hearing Child. Seven course modules will be included: (1) hearing considerations, (2) relevance of audiograms, (3) personal hearing aids: their operation and maintenance, (4) sound in classrooms, (5) listening and speech skills, (6) frequency modulation equipment, and (7) Individualized Education Programs. The listening course will be offered through preservice delivery to university students majoring in elementary, secondary, and special education, and to university personnel who supervise student teaching. Instructional materials will include a handbook, video demonstrations, and microcomputer disks. The listening course will be taught during successive academic year quarters by educational audiologists. Instruction will be offered through class and individual study and competencies applied during student teaching experiences.

Institution: University of Vermont
Special Education/Social Work/Social Services
405A Waterman Building
Burlington, Vermont 05405

Project Director: Susan Brody-Hasazi Telephone Number: (802) 656-2936
Grant Number: G008430090
Project Number: 029TH40009 029UH50005 029UH60003
Amount: $110,796 $110,796 $110,796

Competition and Title: 84.029T - Transition, A Statewide Model for Leadership Training of Transition Educators to Human Services Personnel

Description:

The central purpose of this project is to train leadership personnel in each of the 16 Special/Vocational Educational Service Regions (S/VESR) who will be responsible for training special and vocational education teachers in community-based work transition programming for mildly to severely handicapped adolescents. These core individuals will be either special education work placement coordinators or cooperative vocational education instructors, both of whom are attached to the service region's area vocational center. Additionally, a minimum of two individuals from each of the state's four Rehabilitation Service Regions (RSR) will be included in this training project.

Objectives

To achieve this project purpose, the following objectives will guide this leadership personnel training effort:

1. A Project Advisory Committee (PAC) will be appointed consisting of SEA and LEA representatives from vocational education, special education, vocational rehabilitation, mental health, employers, and parent groups. The PAC will provide advice on project activities, and review pre-service curricula relative to work transition programming.

2. Thirty-two state-wide leadership personnel will be identified and recruited from the 16 S/VSERs and 4 RSRs to receive a two-year intensive Masters of Education program. They will ultimately function as training specialists of other special, vocational, rehabilitation, and mental health professionals in their respective service delivery domains.

3. Two cohorts of trainees will receive the two-year M.Ed. program over the three-year project duration. The course programming will feature both on-campus and interactive school/community-based training and supervision. The overarching focus will be on the skills necessary to train, place, and follow-up secondary-aged mildly to severely handicapped students, and to plan for their transition to the adult community and working life utilizing local human service delivery systems and generic post-secondary services.

University of Vermont - continued

4. Throughout the project, the competencies and activities associated with this statewide leadership training model will be disseminated on a regional and national scale.

5. Preservice trainees will be evaluated both formatively and summatively relative to their performance in coursework, practica, and ability to plan for and access appropriate adult and post-secondary services. Project activities will be formatively evaluated on an ongoing basis.

Institution: University of Vermont
Special Education/Social Work/Social Services
405A Waterman Building
Burlington, Vermont 05405

Project Director: Susan Brody-Hasazi Telephone Number: (802) 656-2936
Grant Number: G008535013
Project Number: 029BH50358 029AH60155
Amount: $76,134 $76,134

Competition and Title: 84.029B, Special Educators, Secondary/Vocational Special Education and Consulting Teacher Training Program

Description:

The goal of this project is to prepare Secondary/Vocational Special Education Teachers and Secondary/Vocational Consulting Teachers through preservice graduate level training. The project meets a critical need in Vermont for personnel with Masters and post-Masters Degree level expertise in special education to conduct comprehensive academic and vocational service delivery programs for secondary level handicapped students.

The Secondary/Vocational Special Education Teacher is based in a high school or regional vocational center and is employed by the local school district. He/she provides direct instructional special education services to secondary school youths participating in vocational, regular or resource room classes. The Secondary/Vocational Consulting Teacher provides special education services through ongoing inservice training for high school and vocational center personnel through consultation, workshops and courses. Direct academic instruction, social/recreational counseling and job training are provided through a coordinated effort of the Secondary/Vocational Consulting Teacher and existing personnel in secondary and vocational centers.

Full-time Secondary/Vocational Special Education teachers-in-training are required to complete one summer and one year of intensive coursework and practicum assignments. Part-time students complete the same course of study required of full-time students over a two year period. Successful completion of the program results in a 30-36 hour M.Ed. in Special Education and Vermont Certification as a Teacher of the Handicapped. The project will prepare 30 Secondary/Vocational Special Education Teachers over the next three years.

Secondary/Vocational Consulting Teachers-in-training are required to complete a 30 hour post-M.Ed. program leading to a Certificate of Advanced Graduate Study (CAGS) and certification as a Consulting Teacher. Candidates for this component must have completed a Masters Degree in Vocational or Special Education and have experience teaching handicapped youth prior to admission. The CAGS component may be completed in a full-time or part-time mode. Typically, the full-time mode requires one summer and one year of intensive coursework and practicum while the part-time mode requires two years. The project will prepare 24 Secondary/Vocational Consulting Teachers over the next three years.

Institution: Virginia Commonwealth University
School of Education
Box 568, MCV Station
Richmond, Virginia 23284

Project Director: Sherril Moon Telephone Number: (804) 257-1851
Grant Number: G008430058

Project Number:	029TH40008	029UH50006	029UH60004
Amount:	$115,162	$115,149	$115,122

Competition and Title: 84.029T - Transition, Training Statewide Transition Teams for Severely Handicapped Students

Description:

The proposed project is designed to train teams of special education, rehabilitation, and developmental disabilities professionals, who have been identified as leaders in their state, to serve as statewide transition team trainers for local school transition teams. Local teams will probably be comprised of parents, special and vocational educators, rehabilitation counselors, and developmental disabilities case managers. Through a week-long graduate credit course offered by a team of professionals, these statewide transition team trainers will learn to: a) train local school division transition teams to write and implement effective transition plans for youth with severe handicaps; b) train teachers and adult service providers to implement functional vocational training programs which are directly related to appropriate local employment options; and c) train special and vocational educators, rehabilitation counselors, and adult service providers to establish supported employment for adolescents and adults, aged 16 to 22, who have severe handicaps.

The teams of professionals coming to Virginia Commonwealth University for this training will have been identified by state agency and parent and advocacy groups according to criteria established by project staff and course instructors. The project will provide stipends to offset the expenses of travel and the week-long stay in Richmond. Besides offering the initial course training, the project staff will offer on-site technical assistance to any local transition team receiving training from the statewide transition trainers. Finally, the project staff, in conjunction with statewide trainers, will provide workshops and develop written and audio-visual products for use by educators, parents, rehabilitation professionals, and adult service providers related to the transition of youth with severe handicaps from school to work. Some of these products will include training manuals on transition planning and supported employment placement and training, training videotapes, and topical newsletters.

This project will train at least 24 statewide trainers (eight teams of three or twelve teams of two) during the first 18 months of the project. The professionals will come from the six states in the Region III Rehabilitation Services Administration Area, including Virginia, Washington, D.C., Pennsylvania, Maryland, Delaware, and West Virginia. During the final 18 months of the project, 18 more trainers from Region III and selected states across the country will be trained. A minimum of 24 local school division transition teams in Region III and 12 in other parts of the country will receive on-site technical assistance from the project staff. This training should facilitate the transition from school to appropriate employment or vocational training programs for between 200 and 300 students during the three-year period.

Project staff will include a director, two full-time transition trainers, a graduate assistant, and several consultants who are nationally noted professionals in the fields of special and vocational education and rehabilitation. The staff and consultants will be assisted by an advisory board, consisting of a parent, a state department of education professional, a state level rehabilitation services professional, and others. Several other professionals will be involved in the week-long course for statewide trainers. These include special education and rehabilitation counseling faculty at V.C.U.; staff members of the VCU-RRTC and Vocations in Technology project; DRS state trainers; local school transition teams that have implemented successful transition plans; and employers and job trainers from Virginia's supported employment sites, including competitive jobs, work crews, and sheltered industry.

The ultimate aim of this project is to train professionals at the state level to provide training to local transition teams responsible for the appropriate job placement of young adults with severe handicaps. Because a "train the trainer" approach will be used, there will be people available to help school, rehabilitation, and adult service personnel successfully implement the transition process long after the three-year funding cycle of the project.

Institution: Virginia Commonwealth University
School of Education
Division of Educational Services
Box 5681 MCV Station
Richmond, Virginia 23298

Project Director: Judy W. Wood Telephone Number: (804) 257-1305
Project Number: 029KH50081 029JH60010
Amount: $82,838 $86,940

Competition and Title: 84.029K - Special Projects, Preparation of Secondary Personnel

Description:

The proposed project will be a cooperative program between the Virginia State Department of Education and Virginia Commonwealth University to: 1) develop adaptive instructional training packets to prepare secondary personnel to educate mildly handicapped youth; 2) conduct six state-wide summer institutes for assisting 1,200 regular educators to adapt instruction for the mainstream; and 3) provide technical assistance to inservice personnel who serve mildly handicapped youth throughout Virginia.

The project's goals will be to develop training packets to be used in a series of institutes which will be conducted on a statewide basis. The institutes will be offered to special education personnel, classroom aides, related services personnel, and regular education personnel who serve handicapped children and youth.

The proposed project will be developed in three cycles, with each cycle lasting for one year. Cycle I will be designed for training packet and institute development. A general framework of competencies and knowledge regarding adaptive instructional techniques will be developed for institutes which will contain seven major components. During Cycle II, three three-day summer institutes will be conducted in three regions of Virginia. Institute participants will receive continuing education credit, endorsement credit and/or one graduate credit hour for participating. Technical assistance will be provided to all school districts participating in the institutes. During Cycle III, three additional regions in Virginia will be provided with three-day summer workshops and technical assistance. National dissemination will be a major focus.

Institution: Virginia Commonwealth University
School of Education
Richmond, Virginia 23298

Project Director: Dr. John Kregel Telephone Number: (804) 257-1926
Grant Number: G0086
Project Number: 029BH60211
Amount: $111,707

Competition and Title: 84.029B - Special Educators, Competency-Based Program to Train Supported Employment Specialists

Description:

The purpose of the proposed project is to develop and implement a 39 credit hour Masters degree program to prepare supported employment specialists. The program will train approximately twelve graduates per year to work primarily in public school vocational programs for students with severe disabilities. Program content is centered around a set of competencies grouped within seven categories: Legal and Policy Issues; Program Development; Program Implementation; Program Management; Program Evaluation; Transition Planning; and Systematic Instruction. Unique features of the proposed program include 15 credit hours of specialized coursework in supported employment, and six credit hours of Business Administration coursework to prepare students to fill managerial roles in supported employment programs. In addition to being competency-based, the program is also extensively field-based. Students will spend over 600 hours during six credit hours of clinical experiences in nationally-recognized supported employment programs in Virginia. Emphasis is placed on the attainment of skills in community settings under the close supervision of university personnel.

Institution: University of Washington
College of Education
Experimental Education Unit
Seattle, Washington 98195

Project Director: David Ryckman Telephone Number: (206) 543-1827
Grant Number: G008401768

Project Number:	029BH40299	029AH50041	029AH60046
Amount:	$29,237	$29,237	$31,087

Competition and Title: 84.029B - Special Educators, Preparation of Special Educators: Special Secondary and Post-Secondary Needs Program

Description:

This project is designed to train secondary and postsecondary teachers to work with learning disabled students. The program will provide teachers for secondary and/or postsecondary learning disabled students who choose to continue in their academic careers. Eight masters level students will enter the program during Year 1, and no more than 20 each year thereafter. The curriculum will focus on preparing teachers who can help handicapped students develop the learning strategies, motivation, and intepersonal skills they will need to achieve academic success.

Institution: University of Washington
College of Education
Experimental Education Unit
Seattle, Washington 98195

Project Director: James Q. Affleck Telephone Number: (206) 543-1827
Grant Number: G008401920
Project Number: 029BH40355 029AH50034 029AH60058
Amount: $82,741 $82,739 $83,278

Competition and Title: 84.029B - Special Educators, Vocational Education Special Needs/Secondary Special Education

Description:

A successful vocational education component requires the joint effort of vocational and special educators and other support personnel. Therefore, emphasis is placed on the preparation of professionals who are capable of working across disciplines and who can exert positive leadership at either the local or state level. Graduates are being prepared for a variety of careers in both special and vocational education. Individual programs are planned to accommodate the specific career aspirations of students, including the following career options: vocational education teacher, secondary level special education teacher, resource room teacher, vocational resource room teacher, work experience coordinator, special or vocational education administrator, vocational evaluator, sheltered workshop manager, educational liaison with industry, and post-secondary school teacher.

Unique Features. Researchers repeatedly call attention to the necessity of collaboration between secondary special education and vocational education. This program ingredient is most critical to the successful instruction of handicapped individuals at the secondary school level. However, the same researchers are quick to point out that at best this cooperation is occurring sporadically. Programs which train personnel in both disciplines promote this by providing little cross disciplinary exposure. The program described here offers leadership training in secondary special education and secondary special needs education within one programmatic unit. Thus knowledge and skill needed by students in both disciplines can be learned, and in an atmosphere which promotes interaction.

Competency Based Training. Competencies identified for both core and specialized learning experiences were selected from research and expert opinion as well as by analyzing roles of personnel to be trained. Fourteen specialized courses reflecting these competencies are being offered to supplement coursework already available in the area of special education and in allied disciplines. Students are being held accountable for demonstrating competencies learned through these courses and field experiences.

Field-Based Components. Project advisory committee initially recommended that major portions of the vocational special needs/secondary special education training program be field-based. The area surrounding the city of Seattle is set up for numerous opportunities for internship experiences. These opportunities have been capitalized upon through the development of a diversified range of field experience options, including those in school districts, vocational-technical institutes, the state department of education, human service agencies and business and industry.

Multi-disciplinary Options. Program interaction with such disciplines as rehabilitation medicine, counseling, administration, and social work have been negotiated resulting in numerous opportunities for students to gain exposure to allied disciplines.

A total master's degree program in vocational special needs/secondary special education has been developed and implemented during the 1981-84 period. Coursework and field experiences have been established from a list of competencies representing both breadth and depth in coverage of knowledge and skills needed by professionals who can work effectively in secondary programs for the handicapped.

In addition to coursework that has been developed for the vocational special needs/secondary special education training program, a broad range of field experiences have been identified for students. These experiences include direct service, indirect service, and experiences in business and industry. Direct service internships involve teaching in vocational education or special education classrooms, or providing other types of direct services to handicapped individuals through consultation or human service agencies. Indirect service internships include school district administration, work with the office of the superintendent of public instruction, and placement with the state heads of human service agencies (DVR/DDD). The third type of internship is with business and industry and involves students working directly with personnel managers and frontline supervisors in assisting in the developing of receptive work environments for handicapped individuals.

One hundred percent placement of graduates. Since the inception of the vocational special needs/secondary special education program three years ago, one hundred percent of the graduates have found employment in areas for which they were trained. At least twice this number of requests for program graduates have been received by prospective employers. In short, the demand for students graduating from the vocational special needs/secondary special education program is considerably beyond the present capacity of the program.

Institution: University of Washington
College of Education
Experimental Education Unit WJ-10
Seattle, Washington 98195

Project Director: James Q. Affleck Telephone Number: (206) 543-4011
Grant Number: G008630087
Project Number: 029DH60026
Amount: $61,911

Competition and Title: 84.029D - Leadership, Preparing Leaders in Career Development for the Handicapped

Description:

Given the extent of the need for qualified leadership in the field and continued high levels of interest in the Leadership Preparation Program--on the part of both student applicants and prospective employers--the University of Washington is seeking federal support to continue and expand its doctoral program in secondary special education/vocational special needs. Graduates of the program will have broad knowledge in general special education, with emphasis on programming for handicapped youth and young adults. They will be familiar with the many types of agencies and institutions serving this population, will have practical experience in the field, and will be prepared to fill the critical needs in research, materials development, college instruction, and program administration.

The benefits to be derived from this professional preparation program are many. Positive effects are expected for each of the groups described below.

Institution: University of Washington
College of Education
Experimental Education Unit WJ-10
Seattle, Washington 98195

Project Director: James Q. Affleck Telephone Number: (206) 543-1827
Grant Number: G008530028
Project Number: 029FH50013 029EH60025
Amount: $60,000 $64,567

Competition and Title: 84.029F - Related Services, Preparation of Vocational/Career Educators and Vocational Evaluators

Description:

The University of Washington Area of Special Education proposes to develop a masters level program specialization to prepare support professionals to work with high school-aged handicapped students. The graduate students will have the choice of preparing for two careers. Vocational Evaluation Specialist (VES) or Vocational/Career Education Consultant (V/CEC). Both evaluators and education consultants are essential professionals in the effort to provide handicapped students with appropriate vocational support services before they graduate from public school, and as they transition into postschool programs.

Trained Vocational Evaluation Specialists will be able to administer and implement vocational assessments for the high school vocational placement of handicapped youth, and design vocational training programs for individual students. Vocational/Career Education Consultants will provide vocational/career counseling and support to handicapped students in secondary vocational education courses. They will coordinate staff to implement vocational evaluations. Additionally, these consultants will be prepared to tutor students and help vocational instructors adjust curricula, grades, and assignments.

The VES and V/CEC specializations will build on an existing University of Washington masters/doctoral level personnel preparation program in Vocational Education/Secondary Special Education Leadership Preparation. Thus, only a handful of new courses will need to be developed to meet course needs. New internship settings will ensure that graduates have the practical experience to take leadership roles in their fields. Approximately one-third of the masters program will consist of increasingly responsible and demanding practicum placements.

Institution: University of Wisconsin-Stout
Menomonie, Wisconsin 54751

Project Director: Dr. Daniel Paulson Telephone Number: (715) 232-1409
Grant Number: G0086
Project Number: 029BH60162
Amount: $33,348

Competition and Title: 84.029B - Special Educators, Training in Special Education, Vocational Rehabilitation, and Vocational Education is Combined to Prepare Secondary Special Educators to Teach Handicapped Students to Make the Transition from School to Work

Description:

The purpose of this three-year project is the preparation of secondary career special educators through a transdisciplinary model integrating Special Education, Vocational Rehabilitation, and Vocational Education. A need exists for personnel with this preparation at the local, state, and national levels. The three-year approach would establish a sequential program for the students to plan their course of study to meet their degree requirements.

UW-Stout is the only Wisconsin university with undergraduate programs in all three areas, thus, the UW-Stout program is uniquely able to produce needed special educators who are prepared to assist students in making the transition from school to work. Most special education teachers are trained to work only with school-aged learners (generally at the elementary level). The UW-Stout program was developed to train only secondary level special educators, and graduates receive a degree in Vocational Rehabilitation with Special Education Certification rather than the traditional degree in Elementary Education with Special Education.

If funded, this project would allow: training more students; expanded recruitment efforts through student traineeships; resources to provide students contact with school-to-work programs; personnel and materials; and dissemination of the transdisciplinary model. Project personnel have requisite training and experience in Special Education, Vocational Rehabilitation, and Vocational Education. UW-Stout has the necessary resource to conduct this project.

Institution: University of Wisconsin-Madison
Board of Regents
Vocational Studies Center
750 University Avenue, Room 446
Madison, Wisconsin 53706

Project Director: Lloyd W. Tindall Telephone Number: (608) 263-3696
Grant Number: G008630038
Project Number: 029KH60001
Amount: $98,336

Competition and Title: 84.029K - Special Projects, Effective Implementation of the Carl D. Perkins Vocational Education Act's Mandates for Handicapped Youth: Analysis and Description of Exemplary Programs and Dissemination of Findings to Special Educators

Description:

Extensive follow-up data indicate that an unacceptably high number of former special education students are unemployed or underemployed. The Carl D. Perkins Vocational Act of 1984 (effective July 1, 1985) has attempted to remedy this situation by mandating (among other things) that 10% of the funds allocated to each state be spent on five prescriptive mandates designed to provide effective vocational education for special education students.

This project proposes to develop a set of instructional materials which can be used to provide inservice training to special educators, vocational educators, other school staff, parents, advocates, and teacher educators in: a) effective ways to implement the Perkins Act mandates for handicapped students; and b) effective techniques to use in providing inservice training on this topic to others.

The project has three objectves:

1. Identify, screen, select and analyze the method(s) used by 12 school districts across the country which can document that they have implemented the Carl D. Perkins Act (P.L. 98-524) mandates for handicapped youth in an exemplary fashion.

2. Prepare twelve detailed profiles of the processes/techniques used for each of the five Perkins Act mandates for handicapped youth: a) parent/student notification-outreach; b) assessment; c) specialized instructional services/curriculum modification; d) guidance/career counseling; and e) counseling for transition to post high school options. These profiles will also include 12 detailed descriptions of the administrative factors, fiscal considerations, and other factors associated with effective implementation of the Perkins Act mandates for serving special education students in each of these 12 school districts.

University of Wisconsin-Madison - continued

3. Disseminate these profiles to special educators, state level personnel, local inservice training coordinators, vocational educators, university based teacher educators, parents, advocates and others throughout the country by instructing 600 dissemination conference participants in the competencies needed to:

    a) understand what constitutes an exemplary practice

    b) understand why specific practices are exemplary

    c) become proficient in extrapolating from written material specific techniques to apply in their local settings

    d) understand what constitutes effective inservice training

    e) increase participants' skill level in developing local inservice training on the Perksins Act mandates for special education students.

Institution: University of Wisconsin-Whitewater
Department of Special Education
800 W. Main Street
Whitewater, Wisconsin 53190

Project Director: Dr. George S. Mischio Telephone Number: (414) 472-1106
Grant Number: G0086
Project Number: 029BH60197
Amount: $49,576

Competition and Title: 84.029B - Special Educators, The Special Needs Transitional Training Program

Description:

This proposal presents a plan for developing, implementing, evaluating and disseminating a master's level preservice program to train Special Needs Transitional Professionals (SNT) to work with mildly handicapped adults in urban and rural areas of Wisconsin. The intent is to recruit special educators (i.e., those holding a special education teaching certificate, vocational educators, rehabilitation personnel, counselors, and social workers and then train them in the skills needed to assist mildly handicapped adolescents and adults in making transitions from secondary schools to post-secondary environments and in making transitions within various secondary and post-secondary environments.

The training program will consist of five courses including a practicum, that may be taken either independently or as a professional development sequent, or as part of an elective series toward a master's degree in special education or a related field (e.g., business education). Coursework will be offered in career/vocational programming, vocational assessment, transition, and advocacy and consultation. Each course will stress issues and practices relevant to functioning in urban and rural settings including dealing with problems of geographic isolation, changing community attitudes toward the handicapped, identifying community resources and finding and developing urban and rural-based employment opportunities for the handicapped.

An apprenticeship/field-based model will be used to train students in competencies identified as crucial for the urban and rural-based Special Needs Transitional Professional. Students enrolled in the program will be prepared to assume a number of new and emerging professional roles including: (a) a secondary or post-secondary special or vocational educator with expertise in transitional programs; (b) a secondary or post-secondary transitional instructor; (c) a secondary or post-secondary transitional support person; (d) is an agency network coordinator; and (e) an educational consultant to business, industry or government.

The proposed training program has four components that also serve as its principle objectives. The Administration Component (Objective 1.0) provides the direction and leadership to insure that project activities are implemented in an efficient, effective manner. The Training Component (Objective 2.0) will recruit professionals and train them using an apprenticeship/field-based model complete with competencies, a course sequence, and supervised practicum experiences. The Dissemination Component (Objective 3.0) will consist of a variety of activities, chief among them being the development of an Operations and Management Guide detailing the methods and procedures of our training approach. The Evaluation Component (Objective 4.0) will apply formative, summative and meta evaluation techniques to assess the degree to which project activities are successfully implemented and the impact these activities have on various target audiences.

The project expects, over three years, to recruit and train approximately 45 professionals to develop Wisconsin's first SNT training program for urban and rural personnel that will, in addition, become a permanent part of the course offerings at the University of Wisconsin-Whitewater and to develop materials that will significantly contribute to the body of knowledge on the training of Special Needs Transitional Professionals.

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE ASSISTANT SECRETARY
FOR SPECIAL EDUCATION AND REHABILITATIVE SERVICES

Contact Person Name: Betty C. Baker	
Telephone: (202) 732-1264	

SEP-86-3

SEP MEMORANDUM

TO : Transition Personnel Preparation Project Directors
Parent Training Project Directors

DATE: November 4, 1985

FROM : Patricia J. Guard, Acting Director Patricia J. Guard
Special Education Programs

SUBJECT: Secondary and Transition Training Programs: A Catalog of Projects Sponsored by the Division of Personnel Preparation, FY 1985

This memorandum transmits a catalog of transition projects funded by the Division of Personnel Preparation. This catalog was developed by the Division of Personnel Preparation, Office of Special Education and Rehabilitative Services, U.S. Department of Education.

The Office of Special Education and Rehabilitative Services designated transition from school to work and adult life a priority in FY 84. The Division of Personnel Preparation has 77 project entries totaling approximately 5.3 million dollars.

I hope you will find this catalog useful in learning about transition projects being supported by the Division of Personnel Preparation.

DIVISION OF PERSONNEL PREPARATION

SECONDARY AND TRANSITION PROJECTS

FY 1985

Prepared:

October, 1985

Betty C. Baker
DPP Transition Coordinator
OSERS/Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Telephone: (202) 732-1264

The OSERS Priority for Transition: What It Is

In 1984, Mrs. Madeleine Will, Assistant Secretary for the Office of Special Education and Rehabilitative Services (OSERS) established a national priority for the transition of handicapped youth from school to adult and working life.

This initiative has been elaborated into five target areas. The first component is directed at high school improvement - making schools and curricula more relevant to employment needs. Mrs. Will particularly encourages: renewed efforts to develop cooperative programs with vocational education and vocational rehabilitation to serve all students with disabilities; improvement of community-based job training and placement within the school's vocational preparation program; and development of service models for all students that allow regular and frequent contact with non-disabled peers.

The second is directed at improving employment opportunities by cooperating with other agencies to develop a broader range of incentives for employers who offer jobs to individuals who may require special equipment, building modifications, longer training periods, or other investments.

The third is aimed at improving programs for disabled high school graduates who seek additional education in community colleges and vocational-technical post-secondary schools. OSERS is particularly concerned with stimulating research and program development in post-secondary programs for people with learning disabilities and other mild educational handicaps.

The fourth component seeks to improve time-limited services such as vocational rehabilitation, opportunities under the Job Training Partnership Act, and transitional employment. Cooperative relationships between special education, vocational rehabilitation, and vocational education would facilitate vocational planning and ensure smooth changes in service responsibility. And, innovations in on-site job training and placement programs could achieve greater effectiveness in time-limited services.

The fifth component seeks to improve transition to employment by providing on-going support. This would be accomplished through the development of new programs that offer on-going support in a work setting to persons with the most severe disabilities. The supported work program would offer an alternative to day activity and day habilitation services that provide neither real jobs nor income.

The Division of Personnel Preparation (DPP) - Priorities Related to Transition

The Division of Personnel Preparation, Special Education Programs, Department of Education supported the projects described in this publication in FY 1985 under seven competitions. These were:

(1)	Preparation of Special Educators	84.029B
(2)	Preparation of Leadership Personnel	84.029D
(3)	Preparation of Related Services Personnel	84.029F
(4)	State Educational Agency Programming	84.029H
(5)	Special Projects	84.029K
(6)	Parent Organization Projects	84.029P
(7)	Transition of Handicapped Youth to Adult and Working Life	84.029T

Each of these priorities was described in the FY 85 Notice of Closing Date for new applications as follows:

(1) 84.029B - The Special Educators priority supports projects designed to provide training for personnel engaged or preparing to engage in employment as special educators of handicapped children or as supervisors of such educators. This priority includes the preparation of early childhood specialists, special educators of the handicapped, special education administrators and supervisors, speech-language pathologists, audiologists, physical educators, and vocational educators. Awards will be made for preservice training only.

(2) 84.029C - The Leadership priority supports doctoral and post-doctoral preparation of professional personnel to conduct training of teacher trainers, researchers, administrators and other specialists. Awards will be made for preservice training only.

(3) 84.029F - The Related Services Personnel priority supports the preparation of individuals who provide developmental, corrective, and other supportive services as may be required to assist a handicapped child to benefit from special education. This priority supports the preparation of paraprofessional personnel, career educators, recreation specialists, health services personnel, school psychologists, social services providers, physical therapists, occupational therapists, and other related services personnel. Awards will be made for preservice training only.

(4) 84.029H - The State Educational Agency Programming priority supports projects dealing with unique state-wide training in all or several of the need areas identified by the Comprehensive System of Personnel Development (CSPD), and may include training in management and organizational design which enhances the ability of States to provide comprehensive services to handicapped children. Only State educational agencies are eligible to submit applications under this priority. Awards will be made for preservice and/or inservice training.

(5) 84.029K - The Special Projects priority supports the development, evaluation, and distribution of imaginative or innovative approaches to personnel preparation, and includes development of materials to prepare personnel to educate handicapped children. Awards will be made for preservice and/or inservice activities.

(6) 84.029P - The Parent Organization Projects priority supports grants to parent organizations for the purpose of providing training and information to parents of handicapped children and youth, and to volunteers who work with parents to enable those individuals to participate more effectively with professionals in meeting the educational needs of handicapped children and youth.

(7) 84.029T - The Transition of Handicapped Youth to Adult and Working Life priority supports the preparation of leadership personnel who will train direct service personnel to assist handicapped students in the transition from school to employment and community living. This competition was last held in FY 1984 and is tentatively scheduled for early 1986.

FY 85 DPP Funding for Transition

The projects that were funded under the Division's various competitions in FY 85 fall into seven basic types of preparation programs. These are: (1) Secondary instructional personnel - special educators, vocational educators, special vocational educators, and career education training; (2) Transition personnel - personnel who are trained in both special education and vocational rehabilitation; (3) Post-secondary personnel - vocational rehabilitation personnel, vocational-technical school personnel, community college instructors, JTPA training; (4) Doctoral level personnel; (5) Parent training, and (6) personnel to provide education and supported employment for severely handicapped young adults; and (7) Related Services personnel - counselors and occupational therapists.

The number and types of Transition projects funded in FY 85 by the Division of Personnel Preparation is displayed by state in Table I (see next page). The following pages present project abstracts and contact people.

The 77 projects featured in this booklet total $5,364,611 out of the Division's total FY 85 budget of $61,000,000 or approximately 9%. A large majority of the projects (46 out of 77) feature training in special education for secondary instructional personnel--for vocational educators, special educators, or regular educators at the secondary level and training in career education for special or regular educators.

The second largest group of projects (10 out of 77) prepare personnel for the transition from school to adult and working life. These projects feature training in both special education and vocational rehabilitation.

A third group of projects feature training for the post-secondary level, e.g. training for instructors at vocational technical schools, community colleges, and training in JTPA (Job Training Partnership Act).

Five projects prepare doctoral level leadership personnel - trainers at the university level who will train direct service personnel. These projects train trainers in vocational/special education or in transition.

Other types of training featured are:

- Three projects classified as related services feature training for occupational therapy or school counseling.
- Six of the 77 projects are targeted exclusively toward preparing personnel for education and habilitation of severely handicapped young adults.
- Five of the featured projects train parents to participate in and facilitate the career preparation and independent living of their handicapped children.

This listing of projects was compiled in the hope that readers would make use of the ideas and information to improve existing programs and to establish new ones. The project directors and I welcome feedback and the opportunity to enter into dialogue with interested readers. The staff of each project has materials and expertise to share and would like to hear of resources that others have. If this booklet stimulates networking and the exchanging of ideas and resources, then it will have achieved its purpose.

Betty C. Baker
DPP Transition Coordinator
Office of Special Education and Rehabilitative Services
U.S. Department of Education

Related to Transition

() duplicate count
* other

TABLE I

		Secondary/ Voc/Career	Transition	Post-Secondary	PhD	Parent	SVH	Related Serv.	Dollars
TOTALS	77	46	10	3	5	5	6	3	$5,364,611
1. Alabama									
2. Alaska	1	1							100,000
3. Arizona	1	1							60,508
4. Arkansas	1						1		75,376
5. California	6	5						1	378,465
6. Colorado									
7. Connecticut	3	2	1						130,584
8. Delaware									
9. District of Columbia	5	2			1		1	1	341,058
10. Florida									
11. Georgia	1	1							69,331
12. Hawaii									
13. Idaho	1	1							39,537
14. Illinois	5	3	1		1				413,279
15. Indiana	1	1							100,000
16. Iowa									
17. Kansas									
18. Kentucky	2	2							142,837
19. Louisiana	1		1						73,500
20. Maine	1	1							48,541
21. Maryland	3	2						1	217,402
22. Massachusetts	3	1	2						212,780
23. Michigan									
24. Minnesota	2	1				1			110,000
25. Mississippi	1	1						(1)	75,000
26. Missouri	1	1							73,000
27. Montana									
28. Nebraska									
29. Nevada									
30. New Hampshire	1	1							56,956
31. New Jersey									
32. New Mexico	1						1		72,574
33. New York	6	1	1			1	2	*1	449,747
34. North Carolina									
35. North Dakota									
36. Ohio	2	1				1			140,218
37. Oklahoma									
38. Oregon	7	3	1		1	1	1		483,001
39. Pennsylvania	1	1							120,000
40. Rhode Island									
41. South Carolina	1	1							71,221
42. South Dakota	1	1							76,664
43. Tennessee	2	2							90,054
44. Texas	1				1				93,423
45. Utah	2	1						*1	120,314
46. Vermont	3	1	1			1			241,930
47. Virginia	3	2	1						248,666
48. Washington	4	3		(2)	1				236,101
49. West Virginia									
50. Wisconsin	3	2		1					202,544
51. Wyoming									
52. American Samoa									
53. Guam									
54. Puerto Rico									
55. Trust Territory									
56. Virgin Islands									

Institution: Alaska Department of Education
Office of Adult and Vocational Education
Pouch F, Goldbelt Building
Juneau, Alaska 99811

Project Director: Carol Veir Telephone Number: (907) 465-2980
Grant Number: G008400734
Project Number: 029HH40042 029GH50036
Amount: $100,000 $100,000

Competition and Title: 84.029H - State Education Agency, Tele-START: Tele-communications in Special Training for Rural Teachers

Description:

The project goal is to develop the skills of vocational educators and other personnel who provide an appropriate education for special educational minority students in rural Alaska; and to ensure a coordinated effort in developing life-long educational and employment goals for these vocational special needs students. The focus population is learning disabled.

The project objectives include: a) to identify 100 rural vocational educators and other personnel who desire training to serve the needs of their special education minority students (special needs); b) to plan, organize, coordinate and conduct training sessions that will provide an understanding of special educational needs in vocational education program and IEP planning; c) to plan, organize, coordinate and conduct tele-communication conferences that will provide information and technical assistance for vocational educators serving special education students; d) to utilize instructional television as a viable mode of training; e) to create an advisory board in each of the six regions designated as training sites; f) to plan, organize and conduct four audioconferences with each advisory board each year; g) to develop a newsletter for rural educators on vocational special needs; h) to begin to develop district policies for serving the needs of vocational special needs students; i) to develop a handbook and training modules for training other rural vocational special needs educators not directly served by this project; and j) to develop a slide presentation for training special educators and other interested personnel in the needs of vocational special needs students.

The impact of the training upon the personnel involved will be significant, as there are at present only two persons in Alaska who have training and background in special education, the cultural and linguistic needs of disadvantaged students, and vocational education. The grant proposes to provide an additional 470 persons with the necessary skills to serve these Alaskan students.

Institution: Arizona State University
Special Education Department
Tempe, Arizona 85287

Project Director: Dr. Kathleen M. McCoy Telephone Number: (602) 965-6198
Grant Number: G008300695
Project Number: 029AH40060 029AH50238
Amount: $57,481 $60,508

Competition and Title: 84.029A - Special Educators, Preparation of Special Education Vocational Resource Specialists

Description:

This grant for Arizona State University has the major goal of developing a high quality preservice preparation program which will enable students to become Special Education Vocational Resource Specialists. Implementation of this program will produce professionals who are capable of providing the necessary support systems which will 1) enhance each handicapped students success and experience in a vocational program, 2) provide resources and assistance to vocational instructors and 3) minimize any "drop-out" or failure problems which may have existed in the past.

Support of such a program will assist the Department of Special Education at Arizona State University to:

1. Improve the quality of its Masters Degree program by expanding the options available to enrolled graduate students.
2. Provide preservice training for interested special educators in the field of vocational education and related areas.
3. Provide preservice training for interested vocational educators in the field of special education.
4. Provide graduates who are equipped to address personnel needs identified in the state and greater Southwest.

Evaluation of the project will focus on curricular design and implementation. During the second year of the project, formative evaluation will be the primary method of evaluation. Formative evaluation will be completed not only on the course work offered, but also will concentrate on the quality of the extensive fieldwork associated with this program.

Dissemination activities will be aimed at professionals in the field, both within Arizona and throughout the nation. Information will be distributed by presentations at conferences and through a variety of publications.

Institution: Focus, Inc.
2917 King Street, Suite C
Jonesboro, Arkansas 72401

Project Director: Barbara Semrau Telephone Number: (501) 935-2750
Grant Number: G008530021
Project Number: 029FH50112
Amount: $75,376

Competition and Title: 84.029F - Related Services, Rural On-Site Paraprofessional Training Project to Implement Supportive Work for Mildly/Moderately Retarded Students

Description:

The Arkansas State Education Plan, the Arkansas State Vocational Education Plan, sheltered workshop directors, directors of independent living facilities, personnel from the State Division of Rehabilitative Services, and personnel from the State Developmental Disabilities Services identified on-site, competency-based training for paraprofessionals as the primary training need.

The objectives include: 1) to establish an adivsory committee to advise the project staff on matters of general policy and to develop a local system of support after graduation; 2) to train at least 30 paraprofessionals as follow-along job coaches; 3) to provide in-service training for secondary special education teachers, LEA special education supervisors, vo-tech placement specialists, and coordinators of client services on the Supportive Employment Model; 4) to develop strategies for replicating in similar communities, state-wide and nationally, the practices of the rural supportive employment training project; and 5) to conduct a systematic, on-going evaluation of project objectives and timelines.

The target population will be paraprofessionals working with mildly/moderately retarded adolescents and young adults in rural northern and eastern Arkansas.

The major portion of the training is directed toward paraprofessionals in secondary schools, but part of the training is designed for the professional staff to provide appropriate reinforcement and assistance for paraprofessionals involved in the program. An important training component for all personnel will be to delineate the roles of the professional and the paraprofessional when preparing students for supportive work. The training will occur at the schools and training facilities and in the local community.

Paul Bates, Ph.D., will conduct four training workshops for personnel serving students in north and eastern Arkansas. The topic of the workshops will be the role of the professional and the paraprofessional in supportive work settings.

This project will delineate the role of the paraprofessional according to the model proposed by Paul Wehman in Competitive Employment; New Horizons for Severely Disabled Individuals (Paul Brookes Publishers, 1981). Training will be competency-based, and the Focus instructors will train the paraprofessionals as they work with students. Other models on which the curriculum will rely are Wilcox & Bellamy, Design of High School Programs for Severely Handicapped Students (Paul Brookes Publishers, 1983) and Woods, Young, & Judd, The Expanded Placement Process (Focus, Inc., 1984).

Institution: California State Department of Education
Office of Special Education
721 Capitol Mall, Sixth Floor
Sacramento, California 95814

Project Director: Karl E. Murray Telephone Number: (916) 323-4784
Grant Number: G008400610
Project Number: 029HH40024 029GH50026
Amount: $60,000 $60,000

Competition and Title: 84.029H - State Education Agency, Personnel Preparation to Assist Handicapped Toward Productive Employment

Description:

Purpose

Project Interdependence has been a model interagency development project involving California's high school youth (with and without disabilities) and professionals in the fields of education, rehabilitation, parks and recreation, and related human service fields. The purpose of this project is to develop school and community-based programs which model full integration of students with disabilities into mainstream school and community environments through cooperative learning activity and curriculum. These school/community programs focus on increasing disability awareness and career understanding and opportunities for students with disabilities in four industry tracks: arts, science, sports, and recreation.

Organization and Management

The development and management of Project Interdependence is governed by an interagency agreement between the State Departments of Education and Rehabilitation in cooperation with the Department of Parks and Recreation in partnership with local community agencies and the private sector.

Principal Need

Establishment of a personnel development program and dissemination model utilizing innovative approaches to preparation and training that provide personnel with the capability and basic competencies necessary to implement student-oriented, Interdependence training programs and activities on a regional and local basis. To date, this has been an intensive, immersion style training of six days which centers on training students (with and without disabilities) along with adults. It has become evident that a sequence of skills, practice, and application trainings for key educational and county are necessary to augment this primary training experience called Discover Interdependence in order to facilitate real change in local education agencies (LEAs) and communities.

Objectives

Based on the positive independent research evaluation of this pilot program through 1983, the State Department of Education is making application for funds for the development and dissemination of an intensive series of professional immersion trainings to occur throughout a three-year period at or involving 20 LEA sites and six cooperating IHEs.

California State Department of Education - continued

Objective I. To develop, implement, and disseminate a joint six-day, intensive, experiential leadership development training (in-service) for teachers and administrators in special and regular education from selected LEAs statewide.

Objective II. To develop, implement, and disseminate a three-day intensive experiential leadership development training (in-service) for professionals in the fields of rehabilitation, human services, parks and recreation, interested parents, community volunteers, and corporate and business personnel to help serve as a community support network to the teachers and professionals trained in Objective I.

Objective III. To develop, implement, and disseminate innovative experiential approaches for local in-service training which enhance the capabilities and competencies of special and regular education personnel, community support networks including parents, and high school students to support the continuation of local Interdependence activities, projects, and curriculum.

Objective IV. To develop, implement, and disseminate semester-long (quarter) personnel preparation courses and practices based on the Interdependence concept and training modules at either the undergraduate and/or graduate level in cooperation with California Institutions of Higher Education. These courses would focus on students in the fields of special and regular education, education administration, rehabilitation, and allied human service fields.

Training Design

The proposed training model will utilize a variety of adventure-based, immersion experiences designed to maximize group interaction of people with and without disabilities in an effort to demonstrate the values, issues, and abilities held in common by all people.

Local school/community-based follow-up programs will be designed to provide opportunities for the acquisition of basic skills by students with and without disabilities working together cooperatively in implementing the concept of "interdependence".

Outcomes

The intended outcome is to have better trained professionals who can facilitate high school students acquiring better skills and increased social responsibility which result in expanded career awareness and opportunities. A result of this training model will be to increase effectiveness of mainstreaming efforts on high school campuses for promoting increased social interactions and shared curriculum between students with and without disabilities throughout California. Augmenting these in-service trainings will be the development of a personnel preparation course for undergraduate and graduate students involved in teacher training or school administration based on the field-based training model outlined.

Institution: California State University
Office of Research and Sponsored Projects
18111 Nordoff
Northridge, California 91330

Project Director: Lynne Cook Telephone Number: (818) 885-2596
Grant Number: G008535037
Project Number: 029BH50119
Amount: $80,000

Competition and Title: 84.029B - Special Educators, Secondary School Resource Specialist Training Project (RST)

Description:

The primary purpose of the proposed project is to provide training for preservice resource specialists (RSTs) to develop skills for providing indirect services to handicapped adolescents. The training is designed to develop competencies in consultation and inservice training with regard to the instruction of learning handicapped adolescents. The methods course will focus on instructional strategies for facilitating the successful integration and effective instruction of learning handicapped students in regular classrooms in secondary schools. The consultation training content will focus on the development of interpersonal process skills as well as collaborative problem-solving strategies. The staff development content will include an emphasis on best practices in needs assessment, adult learning and inservice education.

The secondary purpose of the project is to develop and implement a field based model in which RSTs apply their knowledge of instructional strategies and skills in collaborative problem solving in actual consultation and inservice with teachers, parents, and other professionals in secondary schools.

A total of 75 RSTs will receive training during the three year project. Trainees will each train and consult with at least three teachers and one parent during their year long program.

Through the three years of the project an estimated 75 preservice RSTs will complete training for RST Certificates. The field based coaching will be provided to 30 RSTs who will train an additional 60 classroom teachers, 20 parents and 10 administrators in instructional methods for handicapped adolescents.

At the completion of each year of training, 10 RSTs will be selected to serve as trainers for a new group of preservice RSTs. The training-of-trainers design assures the wide impact of this program.

Institution: San Jose State University Foundation
One Washington Square
San Jose, California 95192

Project Director: Gilbert Guerin Telephone Number: (408) 277-3681
Grant Number: G008301087
Project Number: 029EH40022 029EH50033
Amount: $42,000 $42,000

Competition and Title: 84.029E - Related Services, Preparation of Career Education Specialists in Special Education

Description:

The California Legislature officially recognized the need for career education for the handicapped in a legislative act in the latter part of 1982. This law (SB 1345) established that assessment and instruction in career/vocational education must be included in every individual Educational Plan starting in January 1983. It further stated that the purpose of assessment and instructional programs was to prepare the student "for remunerative employment".

This law was a dramatic step because in this state there are few, if any, career educators in special education (None are listed in the personnel list provided by the State Educational Agency. In addition, there are no career or vocational requirements in the competencies currently listed by the California Commission for Teacher Preparation and Licensing for special education teaching credentials.

It is unlikely that career educators, if they did exist, would find employment in these days of reduced school income. This project avoids this problem by proposing to train experienced special education teachers as specialists in career education. These teachers would then provide both direct service to students and would act as consultants within their school districts. The proposed training seeks to achieve the greatest impact by creating a cadre of trained teachers who will carry back their knowledge and skill and assist fellow teachers.

Institution: San Jose State University Foundation
One Washington Square
San Jose, California 95192

Project Director: Gilbert Guerin Telephone Number: (408) 277-3681
Grant Number: G008401371
Project Number: 029FH40050 029EH50038
Amount: $45,000 $45,000

Competition and Title: 84.029F - Related Services, Personnel Preparation to Assist the Handicapped Toward Productive Employment

Description:

This project is designed to provide preservice training for personnel who can assist handicapped students in the successful transition from school to productive employment. Participants are drawn from professions that can help the handicapped achieve this goal. This interdisciplinary group includes occupational therapists, special education educators, vocational educators and work experience coordinators.

The project provides a model program that prepares participates in the areas of: 1) nonvocational social behaviors that are required to function in a work setting, 2) skills necessary to perform functions related to vocational tasks, 3) agency and parental involvement that supports successful transition and 4) practical experience among both the severely and mildly handicapped. These experiences will be offered at the graduate level and can be used as a focus within an advanced degree.

This advanced training has been prepared in cooperation with state funded Work Activity programs in this geographic area. One cooperating program provides extensive experience opportunities with the severely handicapped, while another is focused more heavily on the mildly handicapped. They will serve as both demonstration and practicum sites.

This project will significantly improve the vocational programs that serve handicapped students. It provides financial support for the participants and for coordination and clerical support.

Institution: San Jose State University Foundation
One Washington Square
San Jose, California 95192

Project Director: Gilbert Guerin Telephone Number: (408) 277-3681
Grant Number: G008530025
Project Number: 029FH50049
Amount: $56,605

Competition and Title: 84.029F - Related Services, Personnel Preparation to Assist the Handicapped in Transition from School to Work

Description:

This project is designed to provide preservice training for personnel who can assist handicapped students in the successful transition from school to productive employment. Participants are drawn from professions that can help the handicapped achieve this goal. This interdisciplinary group includes work experience educators, school psychologists and special education teachers.

The project provides a model interdisciplinary program that prepares participants in the areas of: 1) vocational assessment designed to assist in vocational preparation and counseling, 2) vocational skill and social behavior preparation that leads to appropriate work related behavior, 3) agency and parental involvement that supports successful transition, and 4) practical experience with both the severely and mildly handicapped. These experiences will be offered at the graduate level and can be used as a focus within an advanced degree.

This advanced training has been prepared in cooperation with state funded Work Ability programs in this geographic area. One cooperating program provides extensive experience opportunities with the severely handicapped, while another is focused more heavily on the mildly handicapped. They will serve as both demonstration and practicum sites. The Special Education Division also operates a privately funded vocational assessment center for the handicapped and it will serve as a demonstration and practicum site for the assessment component.

This project will significantly improve the vocational programs that serve handicapped students. It provides financial support for the participants and for coordination and clerical support.

Institution: University of Southern California
Department of Occupational Therapy
12933 Erickson Avenue
Downey, California 90242

Project Director: Florence Clark Telephone Number: (213) 922-7205
Grant Number: G008400770
Project Number: 029FH40005 029EH50019
Amount: $94,860 $94,860

Competition and Title: 84.029F - Occupational Therapy Student Training for High School Based Independent Living Skills Development

Description:

The purpose of this "Preparation of Related Services Personnel Grant" is to train occupational therapy students to develop and implement independent living skills (ILS) programs for severely handicapped high school students. Its focus emanated from priorities that had been set forth by the California State Educational Agency. In the California State Plan for Part B of the Education of the Handicapped Act for fiscal years 1984-1986, preparation of personnel who could promote independence and better integration with normal peers of severely handicapped students is identified as a major priority. In the section on needs assessment and inservice training, in the part on mainstreaming and least restrictive environment, the need for training programs that focus on the development of independence in handicapped students that prepare them for mainstreaming is singled out as another priority. Through the implementation of this grant, occupational therapy students at the Master's level have begun to be trained in how to provide programs for severely handicapped high school students that will facilitate the transition from self-contained to mainstreamed classrooms and from mainstreamed classrooms into satisfying and productive community living upon graduation. The project is serving as a national model for training occupational therapy students to meet the documented (in our initial proposal) unmet needs of severely handicapped adolescents through the collaboration of the Anaheim Union High School District and the University of Southern California, Department of Occupational Therapy. The objectives of the project are as follows:

1. To improve the ability of occupational therapy students to develop the independent living skills of handicapped high school students who reside in the community.

2. To prepare occupational therapy students to develop parents' capacity to facilitate rather than impede, the severely handicapped high school students' acquisition of independent living skills.

3. To improve the ability of occupational therapy students as related service providers to work within school settings and with special educators.

4. To generate program guidelines for the implementation of independent living skills programs in high schools.

5. To modify the University of Southern California Occupational Therapy Curriculum to include the knowledge, skills, and attitudes which are essential for students to possess for developing severely handicapped high school students' maximum independence in the community.

6. To enable occupational therapy students to implement and evaluate the effectiveness of the independent living skills programs for handicapped students.

Institution: Central Connecticut State University
Department of Vocational, Industrial Arts
and Technology Education
1615 Stanley Street
Hartford, Connecticut 06050

Project Director: Dr. Michael J. Williams Telephone Number: (203) 827-7379
Grant Number: G008401318
Project Number: 029BH40345 029AH50085
Amount: $45,000 $50,000

Competition and Title: 84.029B - Special Educators, Preservice Training of Special Educators and Vocational Educators to Work Cooperatively in the Vocational Programming of Handicapped Students

Description:

This proposal will further the development of a program that is now established and implemented. The funds are being requested to assist in the further development and implementation of a secondary level (grades 7-12) project which is designed to fill a need which has been documented both in Connecticut and nationally. Its overall purpose is to provide present and future personnel in the areas of counseling, vocational education, and special education with the knowledge and skills to work cooperatively in the vocational programming of handicapped youth.

The planning of this program involved instructors from elementary school through high school, local school administrators, as well as State Department of Education personnel. This is a cooperative program which involves vocational education, special education, and counseling on an equal basis. This is the type of cooperation which has been consistently recommended in the literature (Albright and Clark, 1977) and by the U.S. Department of Education.

To date, the program development has involved practicing teachers in the field (needs analysis, competency validation and training activity recommendations) parents of children with special needs (needs analysis) and members from the Connecticut State Department of Education, area service agencies, other universities and an Advisory Council. At the time of the writing, four of the five courses that have been developed have been implemented. The competencies emphasized in these courses have been identified and validated by practioners in the field. In addition, training activities have been recommended for each competency. The Special Education Program now has an Occupational/Special Needs track as one of the three tracks available to individuals seeking a master's degree or certification in Special Education. The Industrial Arts Department requires all of its majors to take a course in the area of Vocational/Special Needs, and counselors are required to take courses introducing them to Vocational Education and to the area of Special Education.

Central Connecticut State University - continued

The funds requested in this proposal for 1984-1987 are to enable the project staff to fully implement all program courses; develop a course in Vocational Assessment for special educators, counselors, and vocational educators; develop an industrial internship program for vocational educators and special educators that will emphasize the integration of the handicapped into the work place and a linkage between education and the world of work; to provide incentives to recruit more special educators into the Occupational/Special Education option; and to continually update the materials available for use in the teaching of program courses.

Institution: The University of Connecticut
School of Education
U-33
Storrs, Connecticut 06268

Project Director: Dr. Clarence R. Calder, Jr. Telephone Number: (203) 486-2429
Grant Number: G008401320
Project Number: 029BH40350 029AH50032
Amount: $44,054 $44,054

Competition and Title: 84.029B - Special Educators, Masters Level Training for Special Vocational Educators of the Handicapped

Description:

The University of Connecticut has an outstanding reputation for training special and vocational educators for roles as teachers, researchers and administrators. Indeed, while other universities in New England offer training at the B.A. and M.A. levels in some of the sub-areas of vocational education; only the University of Connecticut has programs of study in all of the following major vocational education specialties: Vocational Agriculture, Home Economics, Distributive, Vocational Guidance, Rehabilitation, Health, Business, Technical and Industrial Education. The University of Connecticut is also unique in that it is the only institution of higher education in New England which offers a Ph.D. level program of study in the area of Technical and Industrial Education.

For these reasons, it only seems logical and appropriate for the University of Connecticut to combine these two areas of expertise into a training program, one which trains vocational educators with the competencies necessary to work with handicapped learners.

Project Components: This project has one component: a pre-service vocational education training program for students at the masters degree level in vocational/special education.

Major Goal/Objectives: The major goal and objectives of this project were selected based on an analysis of individual items from the data in the State Special Education Needs Assessment and through a review of various studies concerned with the competencies needed by vocational educators in the education of handicapped students.

Goal: To provide leadership personnel and skilled vocational/special educators who will possess the competencies necessary to meet the career and occupational needs of handicapped students.

Objectives:

1. To recruit, admit and train prospective vocational/special educators who:
   a) are representative of the race, experience, culture and language of students they will teach.

b) are committed to teaching priority handicapped populations (i.e., severely handicapped, minorities and secondary).

c) have the ability, experience and inter-personal skills necessary to develop the technical and professional attributes required of vocational/special educators in the 80's.

2. Students in the program will be trained to plan and conduct:

   a) pre-vocational and vocational programs for all age groups, educational levels and types of handicapping conditions.

   b) career and occupational programs for all age groups, educational levels and types of handicapping conditions.

Major Training Activities:

The program will rely upon both coursework and practica for competency development. While each student's course of study will be developed with regard to the individual's educational and experiential background and specific career goals, it is anticipated that 60% to 70% of each student's coursework will be in the area of special education, with the remaining courses selected from vocational education and other related departments of the University. Practica will be integrated with coursework on a semester basis and will include research, teaching, and field experiences. Since the coursework will involve instruction in different courses and departments, a special seminar will be provided each semester for the purpose of integrating these various concepts relevant to vocational education for the exceptional learner.

General Project Description:

The uniqueness of this project will be its emphasis on training vocational educators to be special educators. Students recruited for the program will be those with baccalaureate degrees in vocational education.

While the major training component will revolve around coursework housed in the Division of Special Education, coursework will also be included from Higher, Technical and Adult Education, Curriculum and Instruction and other departments within the University.

Practica and field experiences involving exceptional students will utilize the State Vocational-Technical Schools, State Vocational Agriculture Centers, Home Economics Programs, Occupational Opportunities Programs, Industrial Arts Programs, and Business Education Programs usually located in the public schools.

Institution: The University of Connecticut
School of Education, Special Education
Box U-64
Storrs, Connecticut 06268

Project Director: Dr. John Rabenstein Telephone Number: (203) 486-4034
Grant Number: G008401372
Project Number: 029FH40004 029EH50006
Amount: $37,068 $36,530

Competition and Title: 84.029F - Related Services, A Master's Degree Program to Train Special Educators/Habilitation Specialist to Assist Handicapped Secondary School Students in the Transition to Community Living

Description:

This is a new program to train professionals to assist handicapped secondary students in their transition from the school setting to the community. This person will be a special educator/habilitation specialist and will have dual competencies in special education and rehabilitation.

The emphasis is on the handicapped young person and the transition from the classroom to community living, interpersonal relationships and vocational evaluation, exploration, planning and placement. The project will provide an integration of two separate but interrelated areas of knowledge and skills for professionals to assist moderately and severely handicapped individuals adjust to community living.

The undergraduate programs in Special Education and Rehabilitation Services at the University of Connecticut are well established and have been producing quality teachers and rehabilitationists for approximately 15 years. The students in these two programs will provide an excellent pool for recruiting candidates for this project.

The program will require 30-36 credits to complete the Master's degree and will combine the knowledge and skills of Special Education and Rehabilitation Services. The students will be able to complete their program of study utilizing existing courses, in Special Education, Rehabilitation and Educational Psychology. Approximately 25 students will be trained in the three years of the project.

Major Goals:

(1) To recruit and admit prospective special educators or rehabilitation specialists who:

   a. are committed to providing handicapped students at the secondary school level with skills and training for the post school period of their lives.

The University of Connecticut - continued

b. have proven ability, experience, interpersonal skill and professional attributes necessary to be successful in helping people.

c. are representative of race, culture and language of the students they will work with.

(2) To develop a combination program that will provide handicapped secondary school students with the skills required to make a successful community placement.

(3) To provide, as much as possible, an individualized program for each candidate that will meet the particular needs of that student.

Institution: Gallaudet College
School of Education and Human Services
800 Florida Avenue, N.E.
Washington, D.C. 20002

Project Director: Dr. Boris E. Bogatz Telephone Number: (202) 651-5394
Grant Number: G008400780
Project Number: 029FH40020 029EH50018
Amount: $34,967 $34,967

Competition and Title: 84.029F - Related Services, Gallaudet College Project for the Training of School Counselors for Hearing Impaired Children

Description:

The primary purpose of the proposed project will be to meet the need of pre-service preparation of highly qualified school counselors for HI children and adolescents. A sub-goal of the program activity is to assure that HI people have the right and opportunity to be trained in this field so that they can have an impact as role models to HI children.

The proposed school counselor preparation program is a 2-year graduate program. Through more than 42 credit hours of required campus-based courses and structured field-based practica and internship, trainees will develop 29 competencies in areas of individual and group counseling, career education, educational planning, pupil appraisal, parent/sibling counseling, consultation, and community relations. Project graduates will be prepared to accept positions as school counselors of HI children in a spectrum of settings including day and residential schools, mainstreamed programs and post-secondary institutions. Approximately 15 trainees will be graduated each year. At least five (30%) of these graduates will be profoundly hearing-impaired people who will have the strongest impact on the field by way of exemplary role models.

Although the applicant is located in the District of Columbia, the proposed project will have a nationwide impact. Since Gallaudet College's school counseling program was established in 1972, trainees enrolled in the program have come from throughout the country and, subsequent to graduation, have accepted counseling related positions in most states.

Institution: The George Washington University
Office of Sponsored Research for The Department of
Special Education
2121 Eye Street, N.W.
Washington, D.C. 20052

Project Director: Juliana Taymans Telephone Number: (202) 676-6170
Grant Number: G008302317
Project Number: 029AH40047 029AH50248
Amount: $87,462 $87,462

Competition and Title: 84.029A - Special Educators, Vocational Special Education Personnel Training Program: An M.A. Level Training Program

Description:

The Vocational/Special Education Training Program addressed the OSE priority to provide trained, qualified personnel who will assist handicapped individuals to bridge the gap between the education and employment sectors. This non-categorical thirty-nine hour Master's Degree training sequence involves four levels of personnel preparation in special education. They are:

- The Secondary Special Education Classroom Teacher who is school or center based, providing direct service in a self contained setting.
- The Secondary Resource Teacher who is school based, providing a combination of direct and indirect services as a classroom or program based resource teacher.
- The Vocational/Special Education Specialist who is school or community based, serving as a vocational support team facilitator or job development coordinator.
- The Vocational/Special Education Interdisciplinary Liaison who is system or agency based, serving as a strategist for federal/state/local education agencies, advocacy organizations or the employment sector.

The Vocational/Special Education Teacher Program is the only one of its type in an eight state region. The multitude of federal, state and local resources which are incorporated in its training and placement efforts make it a unique program. Six years of teaching experience has led to the following program refinements and accomplishments:

- Entry to the field of program graduates, who have entered into secondary, special and/or vocational education direct or indirect service roles.
- Expansion of the scope of each of the courses.
- Expansion of the number of internship sites available to students.
- Development of internship sites in the private sector.

The George Washington University - continued

- Expansion of the number of field sites for student practicum experiences.
- Development of products, cooperative training endeavors and professional presentations which are providing additional career/vocational services to the field.
- Publication of "Educational Guide to Vocational Resources for the Handicapped: A Tool for the Classroom Teacher".
- Expansion of the resource/media library and availability of resources to practitioners in the field.
- Inclusion of program participants with disabilities.

Requested funds will be utilized to prepare vocational/special educators. There is a well documented need for these professionals. More than seventy percent of grant funds will be used for student financial assistance.

Institution: The George Washington University
Office of Sponsored Research for the Department of
Special Education
2121 Eye Street, N.W.
Washington, D.C. 20052

Project Director: Robert Ianacone Telephone Number: (202) 676-6170
Grant Number: G008300900
Project Number: 029CH40009 029CH50083
Amount: $67,000 $68,633

Competition and Title: 84.029C - Leadership, Leadership Training in Vocational/Special Education at the Doctoral Level

Description:

The Preparation of Leadership Personnel in Vocational/Special Education addresses the OSE priority for leadership training to prepare a truly integrated and committed special education professional at the doctoral level. This program will train leaders in the area of vocational/special education. The need for this level of professional is well documented and at the present time no such training program exists nationally.

The George Washington University demonstrates the capability of responding to this initiative based upon its exemplary Master's degree program in Vocational/Special Education. In addition, linkages have already been established with a multitude of federal, state, and local resources which offer a rich content for this model training program.

More than eighty-one percent of grant funds will be used for direct student financial assistance. Funding is requested for all first year students and selected second and third year students so that a cadre of approximately 18 leadership professionals would benefit from this support.

All doctoral students receiving assistance for this program would be required to work with a national professional organization, advocacy group, federal or state agency, in conjunction with their training program. This opportunity would be designed to provide a professional growth experience which would concurrently offer a needed service to the field. Two specific roles would be assumed by the research assistants requested. They are:

° Business/Industry Advocate

° Vocational/Special Education Interorganizational Liaison

Each role has specific responsibilities and requirements for role related products which would promote leadership development for all doctoral students in Vocational/Special Education. Input, process and product evaluation strategies will all be used in the evaluation of this project.

Institution: The George Washington University
Office of Sponsored Research for the Department of Special Education
2121 Eye Street, N.W.
Washington, D.C. 20052

Project Director: Robert Ianacone Telephone Number: (202) 676-6170
Grant Number: G008302315
Project Number: 029EH40005 029EH50037
Amount: $70,942 $70,942

Competition and Title: 84.029E - Related Services, The Training of Career Educators: An Ed.S. Level Training Program

Description:

This program specifically addresses preservice training of career educators to meet the vocational/career development needs (K-12+) of handicapped youth. Participants will receive an education specialist degree in special education upon completion of the program. The program emphasizes a combination of skills obtained in the fields of vocational/special education, rehabilitation counseling, sociology, forensic science and education.

The program is based on a well documented need for personnel who can appropriately address the vocational/career needs of handicapped youth as they make the transition from education to training and employment settings. Participants will be trained to serve in three distinct areas of specialization.

- Secondary Career Resource Teacher - This professional will have expertise and experience in teaching and will be based in a secondary school providing direct vocational/career service to handicapped students.
- Career Counseling Specialist - This professional will have expertise and experience in counseling and will be based in a secondary school providing vocational/career guidance and counseling services to handicapped students.
- Career Education Consultant/Liaison - This professional will perform a liaison roles within the schools, community and employment sector.

A needs assessment in the metropolitan area has indicated that there is a demand for this training and most potential participants would have graduate degrees in special education, guidance and counseling or other related fields. They would also be working in positions from which they are or potentially would be serving secondary level handicapped students. Therefore, this training would have the greatest impact at the educational specialist level, and participation in the program would have immediate impact on handicapped students within the service area.

The program is also supported by a model Master's level training program in Vocational/Special Education in terms of staff, resources, and field sites. This relationship will strengthen the proposed training effort and further facilitate the delivery of least restrictive, appropriate vocational/career services to handicapped youth (K-12+). Over sixty-three percent of funds requested will be used for program support.

Institution: The George Washington University
Office of Sponsored Research for the Department of
Special Education
2121 Eye Street, N.W.
Washington, D.C. 20052

Project Director: Nancy Sobel Telephone Number: (202) 676-6170
Grant Number: G008400782
Project Number: 029BH40039 029AH50015
Amount: $79,054 $79,054

Competition and Title: 84.029B - Special Educators, Transition Special Educators for Seriously Emotionally Disturbed Adolescents: An Education Specialist's Degree Level Training Program

Description:

The Transition Special Educator for Seriously Emotionally Disturbed Adolescents (TSE/SEDA) is an Ed.S. level, part-time training program which requires two years for students to complete. Twenty (20) candidates will be selected to receive awardeeships on a matching funds basis. The training program involves interdisciplinary teaching faculty including special educators, psychiatrists and psychiatric social workers. The training is designed to bring competencies which will enable TSE/SEDA trainees to facilitate and maintain successfull return from restrictive placements for seriously emotionally disturbed adolescents. Knowledge and skills will be developed in four primary areas: 1) nature and needs; 2) psychoeducational assessment and teaching; 3) mediation and coordination with interdisciplinary agencies; and 4) counseling and co-therapy skills. One-third of all training hours are spent in clinically supervised practica experiences.

The evaluation design is multidimensional and utilizes 17 different evaluation data sources.

The purpose of this proposal is to request funds which will enable worthy and experienced professionals to develop the skills to insure that seriously emotionally disturbed adolescents can return to less restrictive environments from Level 5 and 6 placements and "make it".

The emphasis is upon a specifically trained professional who will provide the next essential step for the seriously emotionally disturbed adolescents after the investment of Federal, SEA and LEA money and professional efforts at Levels 5 and 6. These investments have enabled the adolescent to the point of returning to a less restrictive environment. The TSE/SEDA will promote a successful transition for this special needs population.

Institution: University of Georgia
Exceptional Children Division
Department of Special Education
570 Aderhold
Athens, Georgia 30602

Project Director: Phillip J. McLaughlin and John Langone
Telephone Number: (404) 542-1685
Grant Number: G008535021
Project Number: 029BH50288
Amount: $69,331

Competition and Title: 84.029B - Special Educators, Preparation of Special Educators in the Area of Secondary Transitional Programming

Description:

The purpose of this proposal is to (1) increase the quantity and (2) improve the quality of secondary special education teachers prepared to deliver transitional programming to handicapped students. Specifically, we propose one major objective: To prepare 16 preservice special education teachers annually through courses in secondary transitional programming (STP). The 16 students will be equally divided between programs for the mildly and severely handicapped. In addition, approximately 10 non-STP special education preservice students will annually take one STP course as an elective.

The STP project is designed to meet priorities for the United States and the needs of Georgia. Despite mandates to provide appropriate education to handicapped students, the lack of participation of handicapped individuals in employment and training programs remains a cause for national concern. Handicapped students are not making a smooth transition from school to employment. The Office of Special Education and Rehabilitative Services (OSERS) has recently established a national priority on improving the transition of handicapped individuals. These national concerns are reflected in the needs of Georgia. Paramount are problems of a shortage of personnel, lack of adequate preparation of existing personnel, insufficient number of secondary programs, and insufficient attention within programs to state graduation requirements on skills in adult life roles.

The University of Georgia, as the largest institution of higher education in Georgia, has a major responsibility to respond to these needs. The 12 degree programs within the Division for the Education of Exceptional Children are fully funded by the state and approved for state certification. We are not seeking federal funds for these programs. The STP project focuses on a new initiative: secondary transitional programming. We are requesting funds to help meet this new initiative.

Preservice students participating in the STP project will major in an area of special education (e.g., emotional disturbance, learning disabilities, mental retardation, etc.). In addition to competencies in each degree area, students will acquire 17 STP competencies by taking STP four course sequence. The STP will be the students' minor area of study in their degree program. A distinctive characteristic of the training program is its field based nature. All required courses include supervised field work.

We will recruit students from traditionally underrepresented groups such as racial minorities, women, handicapped persons, and the elderly. We will identify these prospective students from a variety of sources. By increasing the number of minority and other underrepresented groups, we will contribute to the increasing pool of minority professionals.

Institution: Idaho State Department of Education
LBJ Building - 650 W. State Street
Boise, Idaho 83720

Project Director: Jane Lambrou Telephone Number: (208) 334-3940
Grant Number: G008400623
Project Number: 029HH40010 029GH50007
Amount: $40,000 $39,537

Competition and Title: 84.029H - State Education Agency, Inservice Training to Provide Appropriate Services to Secondary Handicapped Students

Description:

Goal: To improve prevocational, vocational and transitional services in schools and the community for handicapped youth and young adults.

Two sets of seven regional meetings will be held for representatives of LEA's, the Idaho Department of Health, the Idaho Developmental Disabilities Council, local organizations and community resources to discuss and develop local written procedural agreements for support to handicapped students to make the transition from high school to community independent or semi-independent living situations.

A directory of local and statewide resources for assistance in the transition placement of students from high school programs into community independent and semi-independent living and working arrangements will be developed, printed and disseminated to public schools, regional offices of the Department of Health and Welfare, the Division of Vocational Rehabilitation, the Division of Vocational Education and other related private and public organizations and agencies.

In cooperation with the Division of Vocational Education a two week summer workshop will be held to provide training in vocational evaluation and assessment of secondary handicapped students to 25 LEA special education and/or vocational education staff members.

Three regional workshops will be held to provide information on programming strategies and techniques for prevocational and vocational activities and job placement and follow-up for moderately to. severely handicapped students. One hundred (100) special education classroom teachers and supervisors will receive training.

One-day program visitations will be arranged to allow school district special education and vocational education personnel who are interested in program development and implementation to review LEA based comprehensive vocational programs for handicapped students. At least 35 special education and/or vocational education personnel from local school districts will have an opportunity to visit vocational programs in other districts which are serving the handicapped by unique, novel or otherwise effective methods.

Institution: Northern Illinois University
Department of Learning, Development and
Special Education
DeKalb, Illinois 60115

Project Director: Michael H. Epstein and William Bursuck
Telephone Number: (815) 753-0657
Grant Number: G008401328
Project Number: 029BH40386 029AH50130
Amount: $52,840 $52,840

Competition and Title: 84.029B - Special Educators, Preparation of Special Educators - (TACCS) Teaching Adolescents in Cross-Categorical Settings

Description:

This is a program to prepare individuals to teach mildly handicapped adolescents in cross-categorical junior and senior high school settings. This addresses a need that, viewed at state and national levels, is especially critical. The program is a one-year, full-time intensive experience leading to the master's degree, as well as needed professional skills. Its three key features are mastery of competencies, extensive field experiences, and strong program leadership. Ongoing monitoring and annual outcome checks are major aspects of this proposal's evaluation. The 71 competencies are built around nine competence areas related to assessment, behavior management, computer literacy, instructional design, community relations, professional relations, program administration, knowledge of the field of mild handicaps, and personal-professional demeanor. The field experiences are provided through three practicum courses. Trainees must practice and demonstrate achievement of competencies put forward in the "methods" and other courses to which the field experiences are keyed. The strong commitment of capable university program leaders is a third main feature of this proposed program. The trainees, program, and the grant's formal features will be regularly evaluated, using faculty persons, trainees, and persons not involved in the project. The result is to be an efficient program for providing capable individuals to teach mildly handicapped adolescents.

Institution: Board of Trustees, University of Illinois
Vocational and Technical Education
354 Administration Building
506 South Wright Street
Champaign, Illinois 61820

Project Director: L. Allen Phelps Telephone Number: (217) 333-2325
Grant Number: G008401325
Project Number: 029BH40259 029AH50154
Amount: $72,500 $72,500

Competition and Title: 84.029B - Special Educators, Leadership Development in Vocational Special Needs Education

Description:

Need:

The Illinois Comprehensive Personnel Development System reveals a shortage of personnel trained to provide vocational special education programming to handicapped youth. In addition, local and statewide program evaluation reports identify a critical needs for major qualitative improvement in the vocational special education programs currently being provided. The proposed preservice program will provide 40 local leadership personnel in vocational special education with the knowledge and expertise needed to upgrade existing programs in 20 local education agencies.

Objectives:

1. To improve and expand vocational education and employment opportunities for special needs youth and adults in Illinois by providing field-based, graduate level training to local leadership personnel.

2. To develop, implement and evaluate program improvement projects and/or inservice programs within 20 LEAs each year which focus upon: (a) improving transitional services and programs, and (b) serving underrepresented handicapped youth (e.g., minorities, limited English proficient youth).

3. To build a cadre of local leadership personnel who can facilitate ongoing staff development and program improvement activities within their LEAs.

4. To provide an opportunity for professionals in vocational education, special education, and rehabilitation counseling to complete coursework that can be applied toward additional certification endorsement and/or a graduate degree.

5. To strengthen effective intra- and interagency collaboration at the local level in vocational special education.

6. To improve the awareness and networking of vocational special education professionals throughout the state regarding effective programs and practices.

Approach:

1. An 11-member Project Advisory Committee will provide overall guidance, direction, and evaluation of the program.

2. Each year 20 participant teams (a secondary special educator, and a vocational educator, counselor, administrator, or regular secondary educator) will be served on a regional basis within the state. Each two-person team will prepare a detailed application to participate in the program, which must be endorsed by their employing local education agency. Students must also be admissible to the UIUC Graduate College.

3. Participants will enroll in two, four semester hour courses during the 1984 Summer session: VOTEC/SP ED 309--Vocational Education for Special Needs Learners and VOTEC 451--Directing Personnel Development in Vocational, Technical, and Practical Arts Education.

4. During the 1984-85 academic year, students will enroll in a four semester hour seminar entitled "Problems and Trends in Vocational Special Education". Four 2-day seminars will be held at exemplary program locations throughout the state and specific topics (e.g., transitional programming, vocational assessment) will be examined on an in-depth basis.

5. Each team will also complete a Program Improvement Project (PIP) within their LEA during the year. The Action Plan for this project will be approved by building and central office administrators at the LEA and the project director. The LEAs of the participants will each receive $1,000 for reimbursement of support services needed to implement the PIP.

6. All tuition and fees will be waived for the 16-semester hour, 12 month program.

7. During the academic year technical assistance will be provided to the participating LEAs by two doctoral students from the University of Illinois who have experience in vocational special education.

Institution: Board of Trustees, University of Illinois
Vocational and Technical Education
345 Administration Building
506 S. Wright Street
Champaign, Illinois 61820

Project Director: L. Allen Phelps Telephone Number: (217) 333-2325
Grant Number: G008303678
Project Number: 029JH40027 029JH50008
Amount: $119,600 $119,600

Competition and Title: 84.029J - Special Projects, National Network for Professional Development in Vocational Special Education

Description:

Despite recent, significant federal legislative efforts, the handicapped youth of the nation continue to face major problems in entering the world of work. In a period of economic downturn handicapped indivīduals have continued to encounter disproportionately high rates of unemployment and underemployment. Through P.L. 94-482 (Title II), P.L. 94-142, and the CETA/JTPA legislation, Congress has authorized several types of vocational special education programs to serve handicapped youth. Many of these programs were established during the 1970s and have struggled to survive the recent federal and state budget cuts. The staffing of these programs with knowledgeable and effective personnel is vital to program continuation and improvement in many communities. There are a variety of unmet and continuing personnel development needs in vocational special education that must be addressed if the availability and quality of programs is to be strengthened nationally.

Objectives:

1. To train and update teacher educators and SEA personnel regarding current and emerging trends in vocational special education.
2. To develop and disseminate innovative personnel development models and resource materials in vocational special education.
3. To facilitate collaboration among teacher educators, state education agency staff, and local education agency personnel in the planning and delivery of personnel development programs.

Approach:

1. Appoint a national working advisory committee (NAC) composed of vocational special education teachers, teacher educators, state education agency personnel.

Board of Trustees, University of Illinois - continued

2. Conduct two (2) annual program development and dissemination conferences as presessions of the CEC and AVA national conventions. These 2-day conferences are designed to serve personnel development professionals from IHEs, LEAs, and SEAs who are directly involved in vocational special education. The conferences will include: training sessions, exchange/dissemination sessions, and networking sessions.

3. Conduct a needs study and begin efforts to establish regional networks of personnel development professionals. The second and third years of the project will involve the initiation of regional personnel development activities in vocational special education. Regional action plans will be formulated, and regional coordinators identified.

4. Produce and disseminate four (4) issues of a newsletter for personnel development professionals.

Institution: University of Illinois
Vocational and Technical Education
354 Administration Building
Champaign, Illinois 61801

Project Director: L. Allen Phelps Telephone Number: (217) 333-2325
Grant Number: G008430089
Project Number: 029TH40019 029UH50004
Amount: $84,600 $84,600

Competition and Title: 84.029T - Transition, Transitional Programming for Handicapped Youth: Interdisciplinary Leadership Preparation Program

Description:

Need

Recent follow-up studies and census data continue to reveal that handicapped youth encounter much higher rates of umemployment and underemployment than do their non-handicapped peers. While most communities have programs designed to serve the job preparation and school to work transition needs of these individuals (vocational education, special education, vocational rehabilitation, JTPA, social services), these programs are not well interfaced and systematically coordinated to assure that the needs of individual handicapped youth are met.

Teacher education and staff inservice programs in each of these fields have begun to address this problem, but generally have not done so using a comprehensive, interdisciplinary approach. There is a critical shortage of faculty members in colleges and universities who can implement personnel preparation programs of an interdisciplinary nature to improve the delivery of secondary education and transitional services to handicapped youth. There is also a shortage of individuals in local schools, postsecondary education institutions, rehabilitation agencies, business and industry, and other community agencies who can: (a) implement a comprehensive transition program with appropriate support services, and (b) provide effective inservice training to their colleagues relative to the concept of comprehensive transitional programming.

Objectives

1. To prepare twenty individuals via an interdisciplinary masters program to design, implement, and evaluate exemplary transitional programming and to provide community-based inservice programs concurrently to co-workers, parents, and personnel in business and industry.

2. To prepare six individuals via an interdisciplinary doctoral program to design, implement, and evaluate collaborative personnel preparation programs focused on improving the school to work transition for handicapped youth.

3. To formatively evaluate the program and develop appropriate informational materials which describe and assess the process of program development, as well as the program and student outcomes.

4. To conduct an annual national forum on the school-to-work transition of handicapped youth.

5. To identify and utilize a program advisory committee composed of national, state, and local leaders from the various disciplines represented in the program.

Competencies

Graduate students will be recruited from several disciplines including vocational rehabilitation, special education, vocational education, social work, mental health/developmental disabilities, and business and industry. Each student will have an individualized program of study enabling them to develop or expand their competencies in the following core areas:

a. Elements of Transitional Programming (including secondary special education, career development and vocational programming, vocational rehabilitation, social services for youth, postsecondary and adult education, and training in business and industry).

b. Organizational and Social Change (including organizational development strategies; leadership, organization, and change theory; community program planning; and field-based research and evaluation techniques).

c. Personnel Development (including inservice staff development, teacher education, psychology of college teaching, and higher education).

d. General Degree Requirements (including thesis research, perspective options, and foundation requirements).

Program Plan

Students will be recruited on a national level and selected to participate in the doctoral (2 1/2 year) and masters (1 year) programs. Students selected for the program will receive an assistantship stipend, plus a waiver of tuition and fees. The program will be implemented under the direction of a Faculty Core Team, composed of faculty members from four departments on campus (Special Education, Rehabilitation Education Services, Vocational and Technical Education, and Social Work). In addition to completing coursework in the core areas, the doctoral students will participate in an advanced seminar each semester to examine critical and emerging issues. During the latter stages of their program, all students will complete either a practicum (masters students) or internship experience (doctoral students). For the masters students, these practica will be conducted in nearby schools, rehabilitation facilities/centers, hospitals, business and industry training programs, community colleges, and adult service agencies. Doctoral students will have the opportunity to complete an internship in settings such as university-based teacher or counselor education programs, state or federal education agencies, or research and development projects.

Institution: The Board of Trustees
University of Illinois
Box 4348
Chicago, Illinois 60680

Project Director: Edward Simoncelli Telephone Number: (312) 996-2862
Grant Number: G008535069
Project Number: 029BH50042
Amount: $83,739

Competition and Title: 84.029B - Special Educators, Secondary/Post-secondary Special Education

Description:

The purpose of this program is to train special educators to work directly with handicapped adolescents and young adults, and to assist these groups in their transition from school to employment and community living. The special educators will be trained in different roles (i.e. diagnostician, teacher, counselor, vocational guidance, advocate) to work with students who have different needs, in different settings.

This program meets national priorities by its focus on minority and under-served populations. Special educators will be provided field work and internships in inner city settings, working with handicapped youth from diverse sociocultural, racial and ethnic backgrounds. In addition, persons from minority and under-served populations will be recruited into the program.

The program takes a developmental perspective in which learning is viewed as a lifelong process in which early deprivation, or developmental disabilities can be alleviated or overcome by virtue of continued, appropriate educational opportunity. The trained special educator plays a central role in the planning, implementation and evaluation of programs in-and-out of school for adolescent and young adults with handicaps.

The program has been developed through the joint planning of the University, participating schools/teachers, and an advisory group from the schools and community. A broad based evaluation design has been prepared to assist the program in monitoring its progress in meeting its goals.

The goal of this program is to develop special educators capable of providing the services needed by handicapped adolescents and youth in school, community and work settings.

Institution: Indiana State University
Department of Special Education
School of Education
Terre Haute, Indiana 47809

Project Director: F. Wayne Wheatley Telephone Number: (812) 232-6311 x 7269
Grant Number: G008401350
Project Number: 029BH40130 029AH50050
Amount: $100,000 $100,000

Competition and Title: 84.029B - Special Educators, Indiana State University Secondary-Vocational Education for the Handicapped

Description:

This proposal presents a Bachelor's and a Master's degree in special education with emphasis on secondary/vocational-career education for the handicapped. In Indiana there is no special license for teaching handicapped students in secondary programs. One license covers the entire developmental range from preschool through the secondary school. Unfortunately, this system frequently results in colleges and universities producing graduates who, although certified to work with handicapped students, do not possess the competencies needed to provide a truly "appropriate" education. Frequently graduates lack the necessary foundation in secondary curricular content, vocational education, assessment skills, and instructional technology to prepare handicapped students for adult life and the world of work.

This proposal, the Indiana State University, Secondary-Vocational Education for the Handicapped Program, could serve as a model for colleges in states with similar licensing patterns. The Program will prepare teachers with a preschool through twelfth grade license--but with an in-depth emphasis in secondary-vocational education.

The program will offer the student a license in either mental retardation, physically handicapped, multiply handicapped, learning disabilities, or emotional disturbance while providing extensive knowledge and skills for working with the secondary level handicapped student. Graduates of the program will receive instruction in the characteristics of various handicapping conditions, diagnostic level curriculum, and consultation strategies for working with regular education personnel and vocational educators.

Institution: Murray State University
Special Education Department
Special Education Building
Murray, Kentucky 42071

Project Director: Viola P. Miller
Grant Number: G008300633
Project Number: 029AH40119 029AH50169
Amount: $67,000 $66,859

Competition and Title: 84.029A - Special Educators, Preparation of Secondary Level Special Educators for Rural America

Description:

This project requests funds to support the development and initial implementation of a secondary special education teacher preparation program. The Department of Special Education at Murray State University has a relatively well developed special education program with the major exception being that there is no preparation for secondary teachers. The State of Kentucky only recently approved certification requirements for secondary special educators and this application is a request for funds to begin the preparation of this type personnel.

The Kentucky Department of Education indicated in its Annual Program Plan that the preparation of secondary special educators was a top priority in its CSPD efforts. In all of Western Kentucky there are fewer than 20 special educators specifically prepared to work in secondary schools. On the other hand, there are over 300 elementary special education teachers preparing students who are, by virtue of age alone, moving into secondary programs where there are few special educators to assist them in their education.

This proposed program is unique for three reasons: 1) It is designed to prepare special educators particularly for rural America. Rural special education personnel must learn and be able to do a number of different things compared to their urban colleagues. This project focuses on those unique rural aspects (as determined by the National Rural Project, an OSE funded activity) related to the educational and social environment that handicapped students experience in rural America; 2) The project will develop a series of instructional modules; some of which allow for individual, self-paced instruction by preservice students. This is an era of declining university budgets and in order to implement any program on a long-term, ongoing basis, it is necessary to reduce personnel expenditures as much as possible. The development of modules utilizing video tapes, computer interfaces, slide tapes, and other such strategies will enable the university to continue the program after grant funding expires at no increase in personnnel cost; 3) The secondary special educator program will prepare personnel capable of dealing with a very wide variety of handicapping conditions. While the certificate for personnel trained within this project will be the Kentucky Learning and Behavior Disorders Certificate, graduates will be able to legally teach in classrooms containing children who are educable mentally handicapped, learning disabled, behavior disordered, and orthopedically handicapped. In addition, while the state does not yet have certification in severe/profound or trainable mentally handicapped at the secondary level, students desiring a secondary emphasis in these other certificate areas will be encouraged to participate in appropriate program components.

This project is very cost efficient in both the short and long term. If funded, it will allow this university to produce three times the number of teachers that currently exist in secondary special education settings in rural Kentucky while simultaneously developing a curriculum that can be maintained at the university with current "hard money" personnel.

Institution: Murray State University
Department of Special Education
Special Education Building
Murray, Kentucky 42071

Project Director: Viola P. Miller Telephone Number: (502) 762-6810
Grant Number: G008535077
Project Number: 029BH50404
Amount: $75,978

Competition and Title: 84.029B - Special Educators, Preservice Training of Secondary Teachers of Moderate and Severely Handicapped Adolescents

Description:

This project requests funds to support two major objectives. One is to develop modules for use in a currently existing program for training of secondary teachers of the moderately and severely handicapped. Two is to provide incentive for more students to become participants in the above mentioned training thereby relieving the existing need for such teachers.

The Kentucky Department of Education indicated in its Annual Program Plan that the preparation of secondary special educators was a top priority in its CSPD efforts. In all of Western Kentucky there are fewer than 20 special educators specifically prepared to work in secondary schools. On the other hand there are over 300 elementary special education teachers preparing students who are, by virtue of age alone, moving into secondary programs where there are few special educators to assist them in their education.

This proposed program is unique for three reasons: 1) It is designed to prepare special educators particularly for rural America. Rural special education personnel must learn and be able to do a number of different things compared to their urban colleagues. This project focuses on those unique rural aspects (as determined by the National Rural Project, an OSE funded activity) related to the educational and social environment that handicapped students experience in rural America. 2) The project will develop a series of instructional modules; some of which allow for individual, self-paced instruction by preservice students. This is an era of declining university budgets and in order to implement any program on a long-term, ongoing basis it is necessary to reduce personnel expenditures as much as possible. The development of modules utilizing videotapes, computer interfaces, slide tapes, and other such strategies will enable the university to continue the program after grant funding expires at no increase in personnel cost. 3) The secondary program will prepare personnel capable of dealing with not only competencies needed in the rural setting but also those competencies deemed as necessary for teachers of the moderately and severely handicapped.

This project is cost efficient in both the short and long term. If funded, it will allow this university to develop permanent modules and materials with capabilities of infusion into courses many years after funding is past. The incentives for persons to become participants in the training will also provide qualified teachers where there has been a documented need for the future.

Institution: University of New Orleans
Department of Special Education and Habilitative Services
Lakefront
New Orleans, Louisiana 70148

Project Director: Fred W. Litton
Grant Number: G008430091
Project Number: 029TH40030 029UH50000
Amount: $73,500 $73,500

Competition and Title: 84.029T - Transition, Multidisciplinary Preparation of Master's Level Leadership Personnel in Transitional and Adult Services for the Handicapped

Description:

The purpose of this project is to prepare leadership personnel for a variety of specialized community services to the handicapped individuals in their transition from school to community living and work in the Greater New Orleans Region. Because of the complexity of handicapped adult services, the University of New Orleans, Department of Special Education and Habilitative Services is combining training efforts with Southern University - New Orleans (a Black institution) School of Social Welfare and Louisiana State University Medical School, Department of Rehabilitative Counseling - both within close proximity in the city of New Orleans. This multidisciplinary training approach is an attempt to combine Education, Rehabilitation, Social and Human Service Disciplines, in order to meet a new but critical professional services need.

The University of New Orleans is a major provider of special education and habilitative personnel in the region and has the only doctoral training program within the State of Louisiana and within the Louisiana State University System. The Department has expanded its full time faculty from 7 in 1982 to 14 for 1984, 12 of whom are graduate faculty. In addition, some faculty from Southern University and LSU-Medical School will be utilized along with other College of Education personnel (i.e. Adult Education and Guidance and Counseling), in this unique training effort.

Leadership personnel will work toward the Master's degree in Special Education and Habilitative Services at UNO with emphasis on adult services. Internships and Practicum experiences are abundant within the geographic region. Currently, no other university within the region offers leadership training in this area yet there is a critical need for appropriately trained persons to work with the transition of handicapped youth to adult and working life.

Institution: University of Southern Maine
College of Education
119 Bailey Hall
Gorham, Maine 04038

Project Director: Libby Cohen Telephone Number: (207) 780-5310
Grant Number: G008535080
Project Number: 029BH50267
Amount: $48,541

Competition and Title: 84.029B - Special Educators, Masters Level Interdisciplinary Training for Secondary Special Education Teachers

Description:

Maine has a history of collaboration between special education, vocational education, and vocational rehabilitation. Since 1981, Maine has had an interagency agreement between the state agencies involved in special education, vocational education, vocational rehabilitation. In addition, the University of Southern Maine has departments that offer programs in vocational rehabilitation, vocational education, and special education. Individuals from these agencies and departments agreed that an interdisciplinary preparation program for special educators, that would include students in the vocational education and vocational rehabilitation programs should be a top priority. In order to meet the training needs in Maine, an interdisciplinary program in special education was developed. The program proposes to:

1. Develop an interdisciplinary (special education, vocational rehabilitation, vocational education) teacher training program at the University of Southern Maine to meet the need for at least 35 secondary special education teachers who will prepare secondary age handicapped youth for transition into the workplace.

2. Prepare secondary level special education teachers in relevant, contemporary methods of delivering educational services to secondary age special education students.

Institution: American Occupational Therapy Association
Division of Education
1383 Piccard Drive, Suite 300
Rockville, Maryland 20850

Project Director: Stephanie Presseller Telephone Number: (301) 948-9626
Grant Number: G008530036
Project Number: 029FH50022
Amount: $54,670

Competition and Title: 84.029F - Related Services, Project for Independent Living in Occupational Therapy

Description:

This proposal requests funding for a one-year project to train occupational therapy personnel at the preservice level in the competencies they need to:

1. Prepare severely handicapped high school students to develop independent living skills in school, at home, and in the community.

2. Work collaboratively with other high school and related services personnel.

3. Assume an effective advocacy role that will enable severely handicapped people to live with dignity, to be productively occupied, and to be integrated, as much as possible, into the community.

Three curriculum modules on daily living, community survival, and environmental adaptation will be developed. They will consist of both written materials and video cassettes. The competencies will be practiced in high school settings. Two occupational therapy programs, one at Colorado State University--the location of the project coordinator--and the other at The Ohio State University, will serve as sites for pilot-testing.

Following final evaluation and revision, the materials will be distributed to all 120 occupational therapy educational programs.

Institution: Maryland State Department of Education
Division of Special Education
200 W. Baltimore Street
Baltimore, Maryland 21201

Project Director: Lucy Hession Telephone Number: (301) 659-2496
Project Number: 029HH50007
Amount: $49,929

Competition and Title: 84.029H - SEA, State Education Program:
Vocational Education

Description:

The Maryland State Department of Education, Division of Special Education, proposes a three year training project for the planning, development and statewide implementation of an Instructional Television (ITV) inservice telecourse to prepare special educators, supervisors and principals in facilitating the transition of handicapped students from school to adult and working life.

The ITV Transition Project is based on the need for educators to identify and access the most effective instructional and vocational approaches for preparing handicapped students to transition from school to the world of work. Prerequisite to the achievement of these broad goals there must be a sound working knowledge of the similarities and differences of the instructional, vocational and rehabilitative programs and services for handicapped students as well as the interrelationship of their respective service providers.

Special educators have been observed to comment that often they are unaware of specific skills and competencies taught within vocational clusters and have no basis for recommending placement options and curricular adaptations. Vocational educators report they are not always aware of specific instructional needs of handicapped children in their classrooms.

In Maryland, there are models operational which represent various phases in transitioning within the continuum of services. The major thrust of the proposed ITV training project would be to provide a comprehensive view of transitioning. The series would initiate its training modules with the coordination of services by the special educator at the upper elementary level and would sequence its programs to include components of the presently operational transitioning models at appropriate junctures in the series.

The 10 half-hour programs would: 1) demonstrate in-school instructional approaches; 2) compare and contrast responsibilities and skills of personnel responsible for coordinating school/work programs for the handicapped; 3) explore attitudinal/expectational aspects of service providers-consumers; 4) incorporate new and presently implemented best practices in transitioning the handicapped into the least restrictive environment within local education agencies (LEAs) and at institutions of higher education (IHEs); and 5) identify the critical internal and external linkages for short- and long-term support to undergird the total transitioning endeavor. To illustrate the kinds of support needed, the training series would follow the cases of three students with different types of handicapping conditions.

Maryland State Department of Education - continued

The proposed project would complement the state's competency-based educational program, Project Basic, which is based on the philosophy that in order to perform as effective adults, students should be able to demonstrate competency in the basic skills, citizenship, survival, world of work, the arts, and physical education. For the handicapped student all competency areas are integral to an adequate preparation but the pivitol area for innovative instructional and experiential approaches by educator(s) and students alike is the world of work.

Program content would stem from the Admission, Review and Dismissal (ARD) process and illustrate the points of interface by special education, vocational education and vocational rehabilitation. Program design would be in alignment with the Maryland State Department of Education's position paper on the interrelationship of the three disciplines represented by the Divisions of Special Education, Vocational-Technical Education and Vocational Rehabilitation and in accordance with their Cooperative Agreement (Appendix L).

The project's training efforts would be two-fold: 1) to prepare special education leadership personnel who would, in turn, train other educators through initial and repeated telecasts of the series, and; 2) to provide special educators with major instructional and vocational components for facilitating the transitioning of handicapped youth. Upon completion of the three credit inservice telecourse, teacher trainees would also serve as a cadre of personnel to provide the same training to additional teaching and service personnel within the State. While the primary target audience for the ITV project would be special education teachers, the secondary target audience pragmatically would be vocational educators and vocational rehabilitation counselors, who form the nucleus of the interdisciplinary transitioning team.

This proposed ITV project would include: 1) field-testing of representative programs in the series; 2) completing the development of the series of 10 programs with the active assistance of consultants from specific areas of specialization at state and national levels; 3) developing evaluative mechanisms for careful assessment of the completed ITV model; 4) training selected special educators to orient and follow-up teacher trainees of the series; 5) producing the series and coordinated training material for use by instructional television; 7) assessing the value of the series as a training model by using statewide teleconferences for follow-up consultation and evaluation. The use of the State Public Television system as the training vehicle in both the broadcast and nonbroadcast modes would assure the uniform presentation of information in a cost effective manner to substantial numbers of educators.

Institution: University of Maryland
Department of Industrial, Technological and Occupational Education
Department of Special Education
College Park, Maryland 20742

Project Director: Dr. C. Beatty
Telephone Numbers: (301) 454-2118
Grant Number: G008401356

Project Number:	029BH0168	029AH50033
Amount:	$112,803	$112,803

Competition and Title: 84.029B - Special Educators, Interdisciplinary Personnel Preparation Program in Career/Vocational Education for the Handicapped-Training for Masters and Advanced Special Students to Serve Mildly and Moderately Handicapped Persons

Description:

This project will continue and expand the activities of our current federally-supported project begun in 1981. The project philosophy and training goals will remain as follows:

Project Philosophy: High quality career/vocational preparation for the handicapped can best be achieved by means of interdisciplinary collaboratin between special education, vocational education, industrial arts, business, vocational rehabilitation, and other related areas. The thrust of such collaboration should be to allow the handicapped to gain the greatest possible access to regular training programs and employment. Such collaboration does not often occur spontaneously or easily, and personnel preparation programs should include efforts to facilitate its occurrence.

Training Goals: In accordance with the above philosophy, our training programs are designed to provide students with:

(a) To improve the competencies of trainees to provide interdisciplinary career/vocational education for handicapped students;

(b) To improve the attitudes of trainees toward the provision of interdisciplinary career/vocational education for the handicapped students;

(c) To expand the concept of interdisciplinary career/vocational education for handicapped students to include transitional planning and employment-based follow-up services.

In this way, we intend to provide students with the competencies and attitudes needed for effective interdisciplinary provision of career/vocational education for the handicapped.

University of Maryland - continued

On-Campus Degree Programs: Our project currently offers Master's level training for students in special education, vocational education and industrial arts. In accordance with our training model, we offer fall semester courses in special education and in industrial arts/vocational education to introduce students to areas with which they may not be familiar, and develop skills in these new areas. During the spring semester, we offer a Joint Seminar and Field Visitation which are shared by students in all the participating disciplines.

We propose to continue this on-campus training sequence with the following added objectives:

(a) To increase business/industry involvement in the planning and delivery of project coursework.

(b) To offer additional coursework that focuses on transitional planning and employment-based follow-up services.

(c) To offer expanded field experiences to both undergraduate and graduate students.

(d) To establish project coursework as ongoing University offerings which can continue without funded grant support.

(e) To collect comprehensive evaluation data to determine the impact of project activities throughout Maryland.

Institution: Assumption College
Institute for Social and Rehabilitation Services
500 Salisbury Street
Worcester, Massachusetts 01609

Project Director: George S. Elias Telephone Number: (617) 755-0677
Grant Number: G008535065
Project Number: 029BH50387
Amount: $62,422

Competition and Title: 84.029B - Special Educators, Masters Level Training for School Personnel to Assist Handicapped Students in the Transition from School to Employment and Community Living

Description:

This project is designed to prepare, at a graduate level, personnel whose training will enable them to help direct the Child Study Team members in the development and implementation of the Individualized Education Program (I.E.P.) with particular emphasis on vocational assessment and training. Since the Child Study team is already making recommendations or steering students in the direction of vocational education, it would seem logical that such a person be a part of the team who could make appropriate recommendations.

The graduate of this program will be better able to serve severely and multiply handicapped students; as well as the mildly and moderately handicapped. This twenty-four month part-time degree program will prepare the retrained professional to: (1) Appraise the functional abilities of students and relate them to their educational and vocational strengths and weaknesses; (2) Make recommendations concerning: specific educational, pre-vocational or vocational programs, courses at the comprehensive school which would aid the student in succeeding at the vocational school, alternative curriculum at the comprehensive school in lieu of vocational training, and remedial education; (3) Provide assistance in educational career planning which would include attitudes and feelings, career goals, an understanding of strengths and weaknesses, and an exploration of the World of Work; (4) Placement Services which would include assistance to other school personnel in curriculum planning, transitional and sheltered employment, competitive job placement, job modification and restructuring, supported work programs and client instruction in job seeking skills; and (5) Coordinate services received from physicians, social workers, psychologists and a variety of other professional personnel. This professionally retrained person would also ideally serve as the Coordinator of Services between Special Education, Vocational Education, and Vocational Rehabilitation.

A unique feature of this proposal is in the training format which is designed to prepare school personnel through retraining - to assist handicapped students in the transition from school to employment and community living. The format being proposed will improve the educational background and improve the professional skills of experienced school personnel without disturbing their employment or dilute the graduate level preparation which they will be receiving. The training format being proposed would extend over a twenty-four month period. A thirty-six month grant period should enable us to complete the preparation of two different groups of trainees.

Institution: Boston College
Division of Special Education and Rehabilitation
140 Commonwealth Avenue
Chestnut Hill, Massachusetts 02167

Project Director: Richard M. Jackson
Grant Number: G008430060
Project Number: 029TH40014 029UH50002
Amount: $88,858 $88,858

Competition and Title: 84.029T - Transition, The Multidisciplinary Preparation of Personnel to Work with Visually/ Multiply Handicapped Youths in Transition

Description:

Boston College is applying for financial assistance under the Handicapped Personnel Preparation program to aid in the preparation of six masters level professionals for each of three years who will impact upon the educational needs of visually/multiply handicapped youth in transition. Because no known preparation model exists to accomplish this objective and because Boston College is renowned for its leadership and excellence in several, more traditional areas of visually handicapped personnel preparation, this application is submitted under competition 84.029T - Preparation of Leadership Personnel for the Transition to Adult and Working Life.

Visually handicapped youths, with or without concommitment disabilities, are currently in serious jeopardy as they attempt to cope with the transition from school to independent community living. With DPP assistance, Boston College can initiate a new comprehensive and multidisciplinary masters degree program by selectively combining offerings from the rehabilitation teacher and career/vocational specialist programs to produce a substantive, appropriate and competency-based curriculum. Practica and internship settings and activities for this new transition specialist are abundant in the greater Boston area since the visually handicapped population in the range of 16-22 is progressively increasing in size.

Graduates of the program would qualify for American Association of Workers for the Blind certification in both orientation and mobility and rehabilitation teaching. They would enter the field able to participate in multidisciplinary team planning, able to assess the personal environmental and vocational capabilities of each individual youth, and able to design, deliver and manage a program for maximum community integration. Moreover, these graduates would be able to initiate staff development and other inservice projects in agencies attempting to serve individuals in transition.

The impact of this project will be first felt in specialized transition programs for the visually handicapped. But since the basic core of preparation for this transition specialist comes from orientation and mobility and rehabilitation teaching, it is reasonable to expect that the aids, techniques and strategies acquired for safely and knowledgeably negotiating the community will carry over to other categories of non-visually handicapped youths in transition.

Institution: Trustees of Boston University
881 Commonwealth Avenue
Boston, Massachusetts 02215

Project Director: Norman Hursh
Telephone Numbers: (617) 353-2725 and (617) 353-4360
Grant Number: G008401334
Project Number: 029BH40045 029AH50126
Amount: $58,000 $61,500

Competition and Title: 84.029B - Special Educators, Masters Level Pre-Service Skill-Based Training of Special Education Personnel in Comprehensive Vocational Rehabilitation, Industrial Job Development, and Job Placement

Description:

The purpose of this proposed project is to provide graduate-level training to prepare special educators and related personnel in comprehensive vocational rehabilitation counseling skills and competencies. The project's training goals incorporate the following developmental and skill-based phases: 1) Assessing the Needs of Handicapped Children, 2) Identifying Specific Career Education Goals, 3) Generating Intermediate Objectives, 4) Providing Job Placement Services, 5) Initiating Job Development Approaches with Employers, 6) Utilizing Industrial Rehabilitation Methodologies, and 7) Measuring the Effectiveness of the Career Education Program for Students with Special Needs.

The training methodology is designed to include the active involvement of lecturers from private industry, as well as special educators and rehabilitation professionals involved in exemplary programs that serve handicapped children. The curriculum design will involve a "train the trainer" approach to maximize the knowledge and skill development of other educators in the project participants' schools. To insure the project's success, a Planning and Advisory Board has been developed and was extensively involved in the design of this proposed project. Board members represent private and public education, vocational rehabilitation, parents and advocates, and administrators in the special education and rehabilitation fields. These individuals have participated in the planning and development of project goals and objectives. Additionally, project staff, students, fieldwork supervisors, and board members will regularly evaluate the program, including the curriculum design, skills/competencies acquisition and utilization.

The following project results and products are expected:

1. The graduate-level training of ten or more special educators per year in comprehensive vocational rehabilitation skills.

2. The development of stronger linkages and joint projects among special education, vocational education, rehabilitation services and industry.

3. The development and dissemination of skill-based training manuals for special educators who work with handicapped children.

4. An increased involvement of handicapped children in the areas of career development, vocational planning and preparation, and job placement.

Institution: Bemidji State University
Center for Vocational Education
222 Bridgeman Hall
Bemidji, Minnesota 56601

Project Director: Dave Kingsbury Telephone Number: (218) 755-2950
Grant Number: G008302193

Project Number:	029BH30121	029AH40129	029AH
Amount:	$40,000	$40,000	$40,000

Competition and Title: 84.029A - Special Educators, Instructional Technology in Special Vocational Education (I.T.S.V.E.)

Description:

Instructional Technology in Special Vocational Education represents the efforts of several faculty members to develop a comprehensive plan to improve teacher training in Special Education and Vocational Technical Education.

The project has three major phases in addressing the needs of handicapped youth in Vocational/Career Education. These phases are:

Phase I: The investigation of presently functioning Instructional and Rehabilitation Engineering Programs to review, interview and develop an appropriate course of study to develop teacher training skills in Vocational Evaluation, equipment modifications, computer assisted instruction, and uses of aids and devices to insure the "appropriate accommodation" of handicapped students in secondary vocational and Industrial Arts classes.

Phase II: The course of study would be developed, field tested and revised into modules of teacher training materials implemented for the preservice training of Special educators and Vocational educators. Intern sites would be identified and developed for skill training of teachers receiving the Instructional Technology preservice program.

Phase III: The third phase of the Instructional Technology Project would be the training of teachers and the dissemination of developed materials and processes to identified key organizations and targeted audiences.

In addition, the courses of study in Instructional Technology would be offered and incorporated in our presently existing Vocational Special Needs certification program and new proposed Special Education Master's degree.

Institution: PACER Center, Inc.
4826 Chicago Avenue South
Minneapolis, Minnesota 55417

Project Director: Paula Goldberg Telephone Number: (612) 827-2966
Grant Number: G008
Project Number: 029KH50061
Amount: $70,000

Competition and Title: 84.029K - Special Projects, COUNT ME IN TRANSITION PROJECT OF PACER CENTER, INC.

Description:

PACER Center (The Parent Advocacy Coalition for Educational Rights) is a coalition of 18 disability groups in Minnesota and is concerned with the education of handicapped children and youth. As a statewide organization, PACER, through training and individual assistance, serves parents of children with physical, mental, emotional and learning disabilities and health impairments. The PACER staff and Board of Directors are composed primarily of parents of handicapped children.

In 1979, PACER began its COUNT ME IN project to train parents and other volunteers to present handicap awareness programs using puppets to nonhandicapped students in elementary schools and preschools. Parents of handicapped children identified the need for COUNT ME IN to assist schools in creating a classroom environment where handicapped children would be more readily accepted by and integrated with the nonhandicapped students in the least restrictive educational settings provided for by Public Law 94-142. This project has been replicated in Minnesota and other states.

During 1985-1988, the COUNT ME IN project will initiate a special project to develop an innovative program: 1) to develop a training model on transition issues and 2) to train volunteers, parents and related personnel to give programs to handicapped secondary students on transition issues. The project will reach 800 people directly each year in four levels of service:

Level I: Public Information. PACER will provide information to the general public to increase understanding of the needs and abilities of handicapped people, and to encourage public support for appropriate transition services for handicapped students and adults. Media efforts will also reach volunteers to inform them about the COUNT ME IN training. Over 5,000 members of the general public will be reached through media efforts and 400 people through Level I presentations to community and professional groups.

Level II: Training Model on Transition Issues. COUNT ME IN will conduct 1-2 basic training workshops in the metropolitan area for 10-20 volunteers and parents a year on transition issues. PACER will develop a program to train volunteers, adults with disabilities, parents, and related personnel to learn about transition issues, to understand the transition needs of secondary students, and to learn how to present information to secondary students.

Level III: Programs on Transition Issues for Handicapped Secondary Students. PACER will prepare programs for disabled students and resource materials for volunteers, parents and teachers on the following: a) self-esteem and self advocacy, b) communication and assertiveness skills, and c) information on gaining vocational education and training programs, college or career placement, independent living arrangements, and community involvement. After trainings, teams of 2-3 people (volunteers and parents) will present a series of three programs to 7th-12th grade handicapped students in resource room settings as well as in self-contained classrooms. PACER puppets representing disabilities may be used for brief presentations as part of the program. COUNT ME IN will reach at least 60-80 handicapped students in the pilot year, and 230-250 annually thereafter.

Level IV: Training of Trainers/Replication. During the second and third year, COUNT ME IN will provide a training of trainers workshop in a rural community to train 10 to 20 people on transition skills for secondary students with disabilities and to organize a project in their region. Materials about the project will be disseminated to people throughout the country.

Institution: Mississippi State University
Department of Counselor Education
P. O. Box Drawer GE
Mississippi State, Mississippi 39762

Project Director: Michael Peterson Telephone Number: (601) 325-3331
Grant Number: G008530030
Project Number: 029FH50014
Amount: $75,000

Competition and Title: 84.029F - Related Services, Interdisciplinary Preparation of Vocational and Career Educators of Handicapped Students in Mississippi

Description:

Regular vocational educators (teachers and counselors), Vocational Preparation for Handicapped teachers, and Career Resource Teachers provide vocational and career education for secondary handicapped students in Mississippi. However, no preservice training has been focused on their needs. The State Vocational Education plan and the Comprehensive System of Personnel Development (CSPD) have identified training in these areas as priorities as have statewide field based studies. Mississippi State University has unique resources in providing training of career and vocational educators of handicapped students. Certification, recertification, and graduate preparation are needed to prepare personnel to facilitate the transition from school to work of handicapped students.

Goals and objectives are to provide interdisciplinary graduate training related to career and vocational education of handicapped students for (1) regular vocational educators--vocational teachers and counselors, (2) Vocational Preparation for the Handicapped Teachers; and (3) Career Resource Teachers for the Handicapped that will lead to AA certification through the State Department of Education or recertification for regular vocational educators.

An interdisciplinary approach will be used with courses taught, as appropriate, by the Departments of Vocational Education, Counselor Education, and the Division of Special Education (Department of Curriculum and Instruction). Vocational counselors may obtain a concentration in "Vocational Special Needs Counseling" through the Department of Counselor Education; Vocational Teachers a concentration in "Vocational Special Needs Education" through the Department of Vocational Education"; and Career Resource Teachers a concentration in "Career Education for the Handicapped" through Special Education. Students will take many common courses and will be involved in practica together to increase learning. The project will be directed by an Interdepartmental Steering Committee with input by an Advisory Committee. Tuition stipends are requested for forty-five (45) part-time students per year. Of these, it is expected that twenty-five (25) will obtain coursework for initial certification as a Vocational Preparation for the Handicapped Teacher or recertification as a regular vocational educator and that twenty (20) will work towards AA certification and a graduate degree.

Project evaluation will occur via: (1) evaluations of an Advisory Committee; (2) evaluation by an independent consultant; and (3) student evaluations and follow-up.

Institution: University of Missouri/Curators
University of Missouri-Columbia
Grant Contracts Administration
23 Jesse Hall
Columbia, Missouri 65211

Project Director: Donn E. Brolin Telephone Number: (314) 882-7775
Grant Number: G008430062
Project Number: 029TH40023 029UH50007
Amount: $84,600 $73,000

Competition and Title: 84.029T - Transition, Career Education Personnel Preparation (CEPP) and Materials Development Project for Preparing Educators and Resource Personnel to Provide Transition from School to Work to Community Living

Description:

Overview of Project and Need. The purpose of this project is to develop a staff development training model and instructional program to provide leadership personnel in schools and community agencies with the knowledge and skills to implement more effective transitional school-work programs in their areas. The majority of handicapped youth leaving the school system have serious difficulties assimilating successfully into the work place. A more functional curriculum, better trained personnel, and more cooperative efforts with the community sector and with parents are important needs according to leaders in this area. This proposal addresses these important needs and will, based on considerable previous experience, design and field-test an operational training approach that will teach educators and others to more adequately train persons and teach students how to provide for the career/vocational/life skill needs of handicapped youth. The project will also address the important area of networking resources and personnel together in a truly collaborative manner.

Program Content. The training model and program will be developed with the assistance of school personnel and others in various sites in Missouri through a four-credit Extension course on the topic. The course content will comprise both didactic and experiential aspects where trainees provide specific input on their training needs, then receive instruction in these areas and others deemed important by project staff. The trainees will organize transitional teams that will provide staff development training to others, devise a school/district-wide transitional plan, and develop either curriculum materials or a process by which collaborative efforts with community resources can be conducted.

Plan of Operation. The previous six-year SEP funded Career Education Personnel Preparation (CEPP) Project will be re-organized to meet the above needs. The CEPP Project has an already established state-wide network of interested school districts and SEA/Special Education support. The Division on Special Education has agreed to assume 3/4 of the cost of tuition for the trainees taking the projected Extension course that will develop and field-test the model, instructional materials, and processes. The three year project will conduct six classes per year and involve 125-150 participants per year. Several advisory groups will be used: LEA, SEA, and IHE. Three nationally respected special/vocational educators will serve as consultants to provide close monitoring and guidance to project staff.

Evaluation Plan. A formative-summative evaluation design will be utilized. Five major elements will be evaluated: 1) needs assessment; 2) training model and materials; 3) training program effectiveness; 4) instructional materials and processes; and 5) products and dissemination procedures.

Deliverables. The products anticipated from the project will include: 1) a LIFE-CENTERED TRANSITION FROM SCHOOL TO WORK AND COMMUNITY LIVING Curriculum Guide; 2) a TRAINING MANUAL for conducting staff development; and 3) a series of prevocational/life skills instructional units and/or processes to implement the curriculum model. These will be published for national distribution for use in both pre-service and in-service training programs.

Funds are requested in this proposal for personnel and materials upon which to conduct the developmental and product aspects of the project. The State Special Education Division and schools will provide tuition costs for the trainees making this a collaborative effort.

Institution: University of New Hampshire
Occupational Education Department
Palmer House
Durham, New Hampshire 03824

Project Director: Calvin Dill Telephone Number: (603) 862-1392
Grant Number: G008301564

Project Number:	029AH40170	029AH50108
Amount:	$48,963	$56,956

Competition and Title: 84.029A - Special Educators, A Preservice Master's Degree Program with Competencies Essential for Secondary Teaching and Coordination of Handicapped Youth Enrolled in Vocational Education Programs

Description:

The University of New Hampshire is requesting financial support from the Special Education Program's Division of Personnel Preparation and the New Hampshire State Department of Education's Division of Vocational-Technical Education to develop and implement a long-term preservice master's degree training program in Vocational Special Education. The goal of the program is to meet current and projected needs for vocational special educators capable of improving the training and educational status of secondary handicapped and disadvantaged youth in a variety of vocational settings in the rural State of New Hampshire.

To meet this goal, eight students supported with Special Education Program funds and New Hampshire's State Department of Education funds will be enrolled in a full-time core program of studies (38 credits) complemented by an extensive practicum. Competencies to be mastered are clustered in eight training areas: 1) knowledge of human growth and development, 2) methods of vocational assessment and evaluation, 3) methods in vocational special education, 4) knowledge of record keeping and monitoring of student performance, 5) knowledge of program and curriculum development, 6) knowledge of legislative mandates and advocacy, 7) methods of parent and employer support, and 8) knowledge of alternative career and vocational programming and current research findings. Students will receive the Master's of Occupational Education with a concentration on the needs of the handicapped and disadvantaged. Career opportunities for Vocational Special Education graduates include roles as secondary and post-secondary vocational teachers, vocational resource teachers, vocational assessors, special program consultants and special vocational coordinators. Graduates will be most competent in meeting the needs of 15 to 21 year olds with intellectual handicaps and behavior disorders.

This will be the only program of its kind in the State of New Hampshire and the need is manifested in terms of recent vocational program development in schools, developmental service agencies, and the explicit commitment of the State Department of Education to implement fully federal and state mandates to serve secondary and post-secondary handicapped and disadvantaged persons.

Institution: University of New Mexico
Special Education Department
College of Education
Albuquerque, New Mexico 87131

Project Director: Glen Van Etten Telephone Number: (505) 277-5018
Grant Number: G008535066
Project Number: 029BH50140
Amount: 72,574

Competition and Title: 84.029B - Special Educators, Preparation of Teachers/Job Developers/Job Coaches in Special Education

Description:

The primary purpose of this project is to develop and implement preservice training sequences, which will prepare individuals from a variety of backgrounds to function in the role of teacher/job developer/job coach. The following major goals have been identified:

a. To develop a specific training program of integrated coursework and field experience for persons who desire to be trained to meet the needs of adolescent and young adult handicapped clients in transition to competitive employment.

b. To prepare trained secondary level personnel to meet the priorities established in the New Mexico P.L. 94-142 state plan.

c. To increase numbers of trained professionals in both urban and rural areas.

d. To develop training sequences that will meet the needs of trainees from diverse educational and experiential backgrounds.

e. To develop training sequences which will encompass coursework and field experience that assures trainee sensitivity to the special language, cultural, social, and community factors important in the role of teacher/job developer/job coach.

Documentation of the need for comprehensive career development for handicapped persons is a current focus in the special education literature. Concurrent with this trend, the need for personnel trained to address the vocational concerns of special education students has emerged. As the demand for vocational programs grows, the necessity for adequately trained personnel to staff them increases (Miller & Schloss, 1982). A study conducted by Miller, Sabatino and Larson (1980) demonstrated that the majority of vocational, regular classroom, and special educators knew little about the types of programs needed, the curriculum components, types of instructional strategies and the procedures for insuring appropriate education for handicapped adolescents.

Institution: CASE Institute for Research & Development
in Occupational Education
City University of New York
Graduate School & University Center
33 West 42nd Street
New York, New York 10036

Project Director: Bert Flugman Telephone Number: (212) 221-3532
Grant Number: G008535101
Project Number: 029BH50183
Amount: $95,588

Competition and Title: 84.029B - Special Educators, Training Special Educators As Employment Related Interpersonal Skills Trainers

Description:

This proposal outlines a Masters level teacher training program that responds to shortages in personnel who can provide for the interpersonal skills training and work-experience needs of inner-city high school students with handicapping conditions. Through a collaborative effort of the New York City Board of Education, a model personnel preparation program for special educators will be implemented over a three year period. The project will train special educators in delivering employment related interpersonal skill training-an area in which teachers have little or no training.

In each project year, the project will offer two-semesters of coursework to 42 special educators. Forty special educators in 20 high schools for whom this coursework is needed will be enrolled in the training program. After one semester of a didactic/laboratory course, these 40 special educators will participate in an implementation practicum where they will conduct an interpersonal skill program in their home school under project staff supervision. Also, during each project period, two LEA based area-wide special education coordinators for career education and work-study will participate in the training so that practicum implementation and future program development in the schools will occur smoothly.

As a result of participating in the training activities special educators will be eligible to receive three course credits for the Fall didactic and three course credits for the Spring practicum in Masters level special education courses from a school of education within the University (see authorization letter). In the event that trainees do not elect to enroll in the training program for course credit they will be eligible for a certificate of competency as a career related interpersonal skill specialist.

At the conclusion of the project, the following outcomes will have been achieved:

- 120 special educators in 60 high schools will have developed the competencies needed for conducting interpersonal skills training for schools that enroll approximately 10,000 special education students.

CASE Institute - continued

- six area-wide special education coordinators of career education and work-study will have developed the capability to support special education staff in implementing the career related interpersonal skills curriculum.
- special education units in 60 comprehensive or vocational high schools (units range in size from 100 to 300 students) will have established a career related interpersonal skills program conducted by trained personnel.
- a handbook will have been developed that integrates a career related interpersonal skill training curriculum for students with a step-by-step design for a didactic and a practicum course to implement the curriculum.

The project provides a program that systematically promotes generic and vocationally related interpersonal skills among special education students (the majority of whom have emotional or neurological handicaps). It has the potential for improving behaviors that confound performance in school-based occupational training, work-experience programs, and employment situations.

Institution: City University of New York, Graduate School
CASE Institute for Research & Development in Occupational Research
33 W. 42nd Street
New York, New York 10036

Project Director: David Katz Telephone Number: (212) 221-3574
Grant Number: G008400765

Project Number:	029FH40016	029EH50028
Amount:	$86,889	$86,889

Competition and Title: 84.029F - Related Services, Training Parent-Trainers to Facilitate Career Education Practices in the Homes of Urban Handicapped Youth

Description:

This project is designed to enrich the career growth and development of inner-city handicapped students on the junior high school level by training parent-trainers using a trainer-of-trainers model. This process will not only help to fill a major gap between home and school but will achieve another important goal-forging a strong working relationship among collaborating community groups whose personnel are trained.

To ensure a wide participation of community groups, the project involves the following organizations who will provide personnel to be trained as parent-trainers and/or function as resources and sources of support: ASPIRA, the Puerto Rican Educators Association, The Bronx Organization for Learning Disabled, The United Parents Association of New York City and The Association by the Mayor's Office for the Handicapped and the Executive Director of the Division of Special Education of the New York City Public Schools. The Division of Special Education will specifically contribute one full-time staff member to this project.

In each year the project will train 40 representatives from a cross section of community groups including parents in 4 community school districts (10 parent-trainers in each district). The training program includes a seminar component and two practica. In the practica, (conducted at a centrally located facility in each community) parent-trainers will, as part of their training, implement a series of parent education workshops for 240 parents whose handicapped children (predominately neurologically impaired and/or emotionally handicapped) are in special education classes within the 4 communities. The university staff will infuse into the parent-trainer program, validated content, materials and teaching strategies that were successfully used in conducting pilot/demonstration programs for training inner-city parents as career educators during 1981-83. The workshops will be conducted bilingually as needed and provide materials in both English and Spanish.

Throughout the project, special attention will be directed to developing parent-trainer leadership and advocacy skills that trainers will transmit at staff development programs within their own organization. In this way the project will enable participating community groups to train a wider range of parents to become involved in career development activities with their children. In addition, the effects of the project will extend the capabilities of community groups and parent coalitions to impact on school programs that promote career education for handicapped youth as a means to facilitate the transition from school to employment. Early intervention at the junior high school level is critical if the transition is to occur successfully since work attitudes, career expectations and future selection of vocational training programs are set at this stage.

This project aims to "give away" its content and processes to develop the capacity of local groups by providing the collaborating organizations with a training model and know-how to continue working with parents and schools. Personnel participating in the program will be awarded a certificate of competency as a career education trainer of parents.

Institution: National Association for Industry-Education Cooperation
235 Hendricks Boulevard
Buffalo, New York 14226

Project Director: Donald M. Clark Telephone Number: (716) 833-6346
or 846-4191

Grant Number: G008302103
Project Number: 029NH50044 029NH50043
Amount: $60,215 $60,215

Competition and Title: 84.029P - Parents, Preparation of Business/Industry Coordinators of Volunteer Recruitment to Plan, Implement and Evaluate Orientation and Training Programs for Industry Employees on Volunteerism and Special Education

Description:

This project combines the elements of industry-education cooperation, volunteerism and special education. The proposed project provides for the preparation of private sector volunteers to become actively involved in the education of handicapped children and youth through a networking system of industry-education councils. The project is oriented toward developing the capacity of business and industry coordinators of volunteer recruitment to expand their recruitment, orientation and training activities to systematically focus on special education programs and services and opportunities for volunteerism in this area.

The project incorporates the training of trainers model by emphasizing the training of business and industry coordinators of volunteer recruitment who will in turn provide orientation and training to employees within their respective organizations. The training activities will provide for a multiplier effect that will result in increasing numbers of individuals from the private sector being made aware of, being oriented to, and being prepared for service as volunteers in programs and services for handicapped children and youth.

The proposed project will be under the direction and coordination of the National Association for Industry-Education Cooperation, providing access to a national network of local industry-education councils and through them, a vast number of business and industry corporations and organizations.

The project will provide business and industry coordinators of volunteer recruitment with training, a handbook, consultation and technical assistance to assist them in planning and implementing training programs for employees that prepare them for volunteer work in special education.

Major project tasks and activities include: (1) a state-of-the art survey of industry-education councils to determine awareness and training needs related to volunteerism in special education and to identify exemplary programs and practices; (2) identification of business and industry coordinators of volunteer recruitments; (3) development of a training materials package which will include a handbook on development and implementation of an orientation and training program to prepare individuals for participation as volunteers in special education programs and services; (4) provision of 56 training workshops for business and industry coordinators of vocational recruitment over a three year period; (5) provision of ongoing support and technical assistance to business and industry coordinators; (6) evaluation of the effectiveness and impact of the project, and (7) a variety of dissemination activities to share results, findings, and implications of the project with the industry-education community. Successful completion of the proposed project will be beneficial to the field of special education through increased awareness of volunteer opportunities, through training and preparation of business and industry coordinators (N=1120), through training programs for business and industry employees (N=11,200) that prepare them for participation in special education programs and services as competent volunteers.

Institution: Research Foundation of SUNY
State University College at Buffalo
P. O. Box 9
Albany, New York 12201

Project Directors: David Pomerantz
Telephone Number: (717) 878-5314
Grant Number: G008301151

Project Number:	029AH40133	029AH50114
Amount:	$74,583	$74,583

Competition and Title: 84.029A - Special Educators, Personnel Preparation for Educators of Secondary/Adult Severely Handicapped Learners, and Seriously Emotionally Disturbed Students

Description:

This proposal addresses an expanded program to prepare educators of the severely handicapped. Prior Personnel Preparation funding (1980-1983) has allowed the development of a generic Master's program for educators and ancillary personnel working with the severely handicapped. This program currently prepares 15-20 Master's graduates each year. All coursework and course sequences have been approved by the appropriate departmental and College personnel, and are in place.

This proposal provides the rationale for and operational plan to extend the current Severe Handicap Concentration Area in the following ways:

1. Extend the duration of the program from one year to two years.
2. Delineate a program consisting of a first-year generic severe handicap preparation, followed by a second-year preparation in one of three specialization areas.
3. Develop three severe handicap specialization areas (consisting of new and existing coursework, and specialization practica), in these area: (a) Infancy/Preschool; (b) Secondary/Vocational; and (c) Seriously Emotionally Disturbed/Behavior Disordered.

A rationale is provided for the financial support of two new faculty lines, partial release time for five existing faculty, and equipment purchases, to meet stated project objectives.

A total of 20 students per year is targeted--a total of 60 severe concentration majors over the three-year funding period (at least 5 students per each specialization area/year).

Institution: Syracuse University
Division of Special Education and Rehabilitation
805 South Crouse Avenue
Syracuse, New York 13210

Project Director: Alison Ford   Telephone Number: (315) 423-4126
Grant Number: G008430063
Project Number: 029TH40028   029UH50003
Amount: $77,284 $77,284

Competition and Title: 84.029T - Transition, Preparing Leadership Personnel in the Area of Transition from School to Employment and Community Living

Description:

The Division of Special Education and Rehabilitation at Syracuse University seeks assistance to prepare leadership personnel in the area of transition from school to adult life. Individuals receiving doctoral level training in this area of transition will be prepared to: 1) develop and evaluate service delivery models which address the transition needs of disabled youth; 2) conduct research and write scholarly papers on the variables that affect successful transitions; 3) train and supervise service providers including vocational educators, community college personnel, and rehabilitation counselors; 4) design programs and develop longitudinal curricula which will prepare disbled students for a variety of integrated employment and living options, and 5) establish effective linkages between educational systems and adult service agencies which results in the effective coordination of the Individualized Education Program (IEP), the individualized Written Rehabilitation Plan (IWRP), and the Individualized Service Plan (ISP).

The need for leadership personnel who will focus on the transition from school to adult life is based on local and national data which indicate that the overwhelming majority of handicapped students graduate into either overly restrictive sheltered vocational and residential services, or nothing at all. In order to effectively modify this trend, special and vocational education, rehabilitation and residential service systems must be fully understood, analyzed, and modified. Innovative practices and polcies must be developed to meet the unique needs of these graduating students. To accomplish this goal, new leaders must be trained.

The proposed leadership preparation program combines the expertise of faculty members in a broad range of areas including: Special Education, Rehabilitation, Human Policy Studies, Adult Education, Business Management and Social Work. It also draws upon the strong working relationships with area public school systems, the Office of Vocational Rehabilitation and a variety of residential, parent and advocacy organizations, and continuing educational agencies.

Institution: Syracuse University
Division of Special Education and Rehabilitation
805 South Crouse Avenue
Syracuse, New York 13210

Project Director: Alison Ford Telephone Number: (315) 423-4126
Grant Number: G008401607
Project Number: 029BH40106 029AH50153
Amount: $41,308 $55,188

Competition and Title: 84.029B - Special Educators, Baccalaureate Level
Training for Teachers of Severely Handicapped Students

Description:

The Division of Special Education and Rehabilitation at Syracuse University seeks tuition assistance to train special education teachers for the Bachelor of Science Degree to serve children and youth who are severely handicapped. University trainees will be recruited and admitted in accordance with the following criteria: 1) completion of general degree requirements at a university or community college; 2) outstanding academic performance; 3) successful experience with severely handicapped persons; 4) membership in a minority group that has been traditionally underrepresented; and 5) an expressed interest in educating severely handicapped students. Individuals receiving this training will be prepared to serve students in regular public schools and to assist them in the transition from school to adult work and community living environments. The need for this support emanates from at least two dramatic changes that have occurred in the education of severely handicapped youth since the implementation of the Education For All Handicapped Children Act of 1975 (P.L. 94-142).

First, many students who were once excluded from education are now enrolled in public school programs. The national and statewide need for qualified teachers has yet to be met. (New York State Education Department, 1982; Schofer and Duncan, 1982). This need is heightened by the impact of the deinstitutionalization movement. Large numbers of school-aged individuals are leaving institutional settings and returning to the community. Local school districts are faced with developing programs to meet these new enrollment needs.

Second, in the relatively short period of time during which we have been serving severely handicapped students in public schools, substantial revisions have been made in service delivery and curriculum and instructional design. Until recently, severely handicapped students received educational and related services in segregated environments. Due to the restrictive assumptions regarding the capabilities of severely handicapped persons, the curricular and instructional priorities of the past were generally assigned to the development of basic self-help, language, and motor skills. Based upon the limited impact school-aged programs have had on the quality of life of severely handicapped adults, substantial reform of our approaches has occurred. The now widely accepted goal of educational programs for severely handicapped students is to prepare them to become active participants and contributing members of postschool communities. Among the revised approaches emanating from this goal are efforts to serve severely handicapped students with age peers in regular public schools and to design community-based programs which will enable students to learn the skills needed for independent or maximal participation in integrated domestic, vocational, recreational, and other community environments. Newly trained personnel with the knowledge, attitudes, and skills required to enhance the functioning of severely handicapped individuals in community environments will play a critical role in the success of transitions from integrated school to integrated adult environments.

Through an especially designed component of a teacher preparation program, the Division will provide for systematic opportunities to address these personnel needs. More specifically, the objectives planned include: 1) to attract and recruit able baccalaureate level students into the profession, particularly those individuals who are members of minority groups that have been traditionally underrepresented; 2) to train teachers who will be equipped with strategies to prepare severely handicapped students to function in integrated school and community settings; and 3) to train teachers equipped with the strategies designed to ensure smooth transitions from school to adult integrated vocational, residential and recreational settings.

Institution: Kent State University Foundation, Inc.
Research and Sponsored Programs
233 Lowry Hall
Kent, Ohio 44242

Project Director: Jacques H. Robinson
Telephone Number: (216) 672-2477 and
Grant Number: G008535090
Project Number: 029BH50406
Amount: $88,218

Competition and Title: 84.029B - Special Educators, Preservice Training of Personnel with Comprehensive Double Majors in Special and Vocational Education

Description:

The purpose of the proposed effort is to develop and implement a preservice training program offering a comprehensive double major in Special and Vocational Education. The basic program is designed to permit the student to complete the requirements for certification in one field of Special and one field of Vocational Education in a four year (or its equivalent in semester hours) curriculum. In some cases, provision is made for an integrated five year program yielding both Bachelors and Masters degrees.

The certification options would include:

Special Education (SPED)

1. Educable Mentally Retarded (EMR)
2. Learning Disabled and Behavior Disordered
3. Moderate, Severe and Profound handicapping conditions

Vocational Education (VOED)

1. (a) Occupational Work Experience (OWE)
   (b) Occupational Work Adjustment (OWA)
2. Business Education
3. Distributive Education
4. Business and Office Education
5. Home Economics Education (HE)
6. Trade and Industrial Education

The unique role functions to be served by those who are dual certified, beyond those which would characterize any teacher with single certification, are as follows:

1. To teach "special needs" Vocational Education to handicapped students who cannot profit from "mainstream" VOED placement.

Kent State University Foundation, Inc. - continued

2. To teach in "mainstream" VOED settings and meet the needs of handicapped youth who otherwise could not be mainstreamed (because of their need for teachers with Special Education competencies).

3. To serve as a resource to fellow vocational educators as to how to meet the needs of the handicapped.

4. To produce prototypic VOED instructional materials designed to meet the needs of the handicapped.

5. To form a cadre of vocational educators who, with appropriate teaching experience and additional training, can assume leadership (administrative and/or supervisory) roles in vocational and career education for the handicapped.

It is anticipated that the 110 teachers trained in a 3-year period would serve over 5,000 handicapped youth over a 10-year period. Further need for support after the 3 years is not anticipated.

Institution: The Ohio State University Research Foundation
National Center for Research in Vocational Education
1960 Kenny Road
Columbus, Ohio 43210

Project Director: Martin Richards Telephone Number: (614) 486-3655
Grant Number: G008300639
Project Number: 029NH40024 029NH50051
Amount: $52,000 $52,000

Competition and Title: 84.029N - Parents, Preparing Parent Volunteers for Increasing Handicapped Youth's Employability: A Training of Trainers Model

Description:

Purpose

The purpose of this project is to prepare parent volunteers and agency/organization volunteers to train parents to assist and support handicapped youths, ages 14 through 21, in their preparation for employment. The intent is to offer preparation of cadres of resource persons and trainers at the local level to improve the quality of and to increase the numbers served with supportive services available and needed to enhance handicapped youths' employability as a means to achieve further, as appropriate, their desired and deserved independence in society.

Project Design

Two levels of training are designed for this local training of trainers model; namely, (a) community leadership training (conducted for potential parent trainers, representatives of human service agencies and organizations, educators, and other volunteer groups) and (b) parent team training (conducted by teams each of which is comprised of a parent of a handicapped youth, a parent of a non-handicapped youth, and a representative of a community agency or organization providing human services--all of whom have completed community leadership training) of other parents.

Institution: Teaching Research Division
Oregon State System of Higher Education
345 N. Monmouth Avenue
Monmouth, Oregon 97361

Project Director: Torry Piazza Templeman Telephone Number: (503) 838-1220 x391
Grant Number: G008400762
Project Number: 029KH40104 029JH50016
Amount: $65,113 $75,199

Competition and Title: 84.029K - Special Projects, Training School and Community Service Personnel for the Transition of Secondary Handicapped Students to Post School Environments

Description:

This project is designed to facilitate the coordination of school and community service individuals in the timely planning and subsequent programming for the transition of secondary, moderately and severely handicapped students to future environments. To accomplish this goal the project proposes to target training activities at three levels: classroom teachers and administrators, community support personnel, and in-district trainers.

Initial efforts will focus on implementation level training for teachers of handicapped adolescents in developing programs designed to facilitate the systematic transition of these individuals to post school environments. Administrators will be trained at this level in providing appropriate support and monitoring assistance to the teacher.

A second key element in the project will be the active involvement of community social service/providers in cooperative planning activities with school personnel necessary for successful transition from the secondary school to community environments.

A third major component of this project will focus on the preparation of existing staff to serve as trainers able to provide on-going instruction to teachers and community service personnel in the transition planning process. This element of the project will ensure that the training model brought to individual school districts by this project will continue over time and become an integral part of the secondary curriculum for handicapped students.

Teaching Research has designed and documented an inservice education approach that has demonstrated change in teachers and students. This inservice model received approval through the Joint Dissemination and Review Panel (JDRP) as an exemplary approach to inservice training. The reader is referred to Appendix A, which contains the validation paper submitted to JDRP.

In planning for this application, project staff solicited input from local and state level educational agencies relative to perceived need within Oregon for the proposed training. There is consensus among the various agencies with whom we met that many secondary level teachers have an awareness of the need for typing programming to skills needed in future placements. However, few school districts have a working plan for successfully involving community based service providers and case management persons in on-going planning for the secondary student. This link-up is seen as a vital, yet missing, component in the program planning process for the adolescent severely handicapped student. The activities included in this project are designed to bridge this gap. The writers view the three pronged approach outlined above as an innovative method to filling this need. Teaching Research has included within this project, unique and innovative strategies for accomplishing stated goals.

1) The project will form a network of service providers - school based and community based - with common goals and specific procedures to accomplish those goals.

2) The project will utilize proven inservice methodologies of training and on-site follow-up technical assistance. The Teaching Research Inservice Training model has a long history of demonstrating change in student and teacher behavior.

3) The project will establish an intact training component for the transition planning process which will continue to serve the school and community after the completion of the project.

Institution: Teaching Research Division
Oregon State System of Higher Education
345 N. Monmouth Avenue
Monmouth, Oregon 97361

Project Director: H.D. Bud Fredericks Telephone Number: (503) 838-1220 x 391
Grant Number: G008535110
Project Number: 029BH50269
Amount: $45,303

Competition and Title: 84.029B - Special Educators, Training Secondary Education Teachers to Cope with the Academic and Behavioral Needs of the Student Who is Mildly Retarded or Learning Disabled and Who Exhibits Behavior Problems

Description:

This project will provide training for secondary special education teachers, assistant teachers, and regular education teachers instructing basic skills classes who typically serve students who are mildly retarded or learning disabled and exhibit behavior problems. These teachers will be trained to teach an alternative secondary functional curricula that will facilitate the student's success in their post school living and work environments. Teachers will also be trained in effective classroom behavior management strategies that will enable students to maintain in the regular school environment and decrease disruptive school behaviors. Finally, training will include administrative and classroom management procedures that will facilitate cooperative efforts of administrative, special education and regular education personnel in the mainstreaming process, consistent management of inappropriate behaviors across all school environments and coordination of educational services.

College credit leading towards advanced degrees will be awarded for this training. This project will provide training to teachers that is typically not received at the preservice level. Furthermore, compensation monies will be reimbursed to school districts for substitutes hired while teachers are involved in training. This feature should allow school districts to participate in training without being restricted by budgetary concerns.

Institution: University of Oregon
Division of Special Education and Rehabilitation
Eugene, Oregon

Project Director: Andrew S. Halpern Telephone Number: (503) 686-3585
Grant Number: G008400761
Project Number: 029KH40142 029JH50038
Amount: $79,256 $79,256

Competition and Title: 84.029K - Special Projects, Secondary Level Teacher Training Program

Description:

The basic goal of the project is to develop, implement, and evaluate a preservice teacher training model for secondary level special education. The development of this model is based on certain assumptions about handicapped student needs in secondary special education, and the types of teacher competencies that are required in order to respond to these needs effectively.

The dimensions of secondary special education are presented with some detail, including descriptions of representative programs in different parts of the country. Teacher competencies needed to implement such programs are also discussed.

Both of these literature reviews are offered as beginning foundations for further development of a model. With the active assistance of both agency and consumer representatives, project staff will further refine these assumptions during the early months of the first project year, as a prelude for developing the initial statement of course and program requirements for the teacher training program.

Articulation of these course and program requirements will be a primary objective of the first project year. Students will not be enrolled in the teacher preparation program until the second and third years of the project, after initial planning is completed.

Institution: University of Oregon
Division of Special Education and Rehabilitation
Eugene, Oregon 97403

Project Director: G. Thomas Bellamy Telephone Number: (503) 686-5311
Grant Number: G0084300616
Project Number: 029TH40020 029UH50001
Amount: $90,763 $90,763

Competition and Title: 84.029T - Transition, Consortium for Youth with Disability: Leadership for the Transition Years

Description:

The Consortium for Youth with Disabilities is a response to the need for leadership personnel who focus on the transition from school to work and adult life. the Consortium brings together University training programs in Special Education, Vocational Rehabilitation, Public Policy, Human Services, and Business to examine the range of issues and policy problems that become salient in the transition years.

The Consortium will operate within the University of Oregon as a cross-disciplinary project that involves both faculty and students. Six to twelve advanced graduate students from various disciplines will participate each year in: (a) a year-long seminar on transition issues; (b) a supervised apprenticeship experience related to transition; and (c) a research group developing information and resources for transition practices. Faculty from each discipline will participate in the seminar, serve as advisors to students from other disciplines, and conduct research that results in knowledge related to transition. In addition to the skills acquired by participating students and faculty, the Consortium will produce each year a monograph of studies and resources related to transition from school to work and adult life.

Institution: University of Oregon
Specialized Training Program
135 Education
Eugene, Oregon 97403

Project Director: Barbara L. Wilcox Telephone Number: (503) 686-5311
Grant Number: G008400626
Project Number: 029KH40002 029JH50028
Amount: $85,823 $91,574

Competition and Title: 84.029K - Special Projects, The Parents' Graduation Alliance: Transition Support for Severely Handicapped Students

Description:

The Parents' Graduation Alliance (PGA), a joint effort of the University of Oregon's Specialized Training Program and the Association of Retarded Citizens of Oregon, is designed to provide support to parents and families of severely handicapped students facing the transition from school to work and adult life. The focus on the transition period reflects the critical importance of this time in establishing lifelong options for severely handicapped individuals. Although a difficult time for students and families alike, the transition period offers opportunities for increased parent involvement for significant program improvement. The PGA will establish local teams of parents and cooperating professionals throughout the state, to provide information, referral, training and advocacy services to parents in order to (a) improve secondary programs for students with severe handicaps, (b) improve and expand the range of adult services available to students after graduation, and (c) ensure coordinated service delivery between school and adult service agencies.

To achieve the goal of improved transition services, the PGA will accomplish six major objectives, each of which is represented as one project component.

1. Develop training materials. PGA will develop a training structure and informational materials to be used by PGA Team in training parents. The informational materials will present generic information as well as allow for adaptation to include county-specific information on post-school opportunities and services.

2. Establish PGA Teams. PGA will establish 10 transition support teams of parents and volunteer professionals throughout Oregon. Team leaders will receive training and ongoing technical assistance from the project.

3. Provide transition assistance. Transition support teams will provide direct assistance to parents in planning the transition of their child from school to work and community living. Specific assistance will focus on IEP development, formal transition planning, and adult services.

University of Oregon - continued

4. Provide assistance to organizations. The project will help parents, not only in transition planning for individual students, but also in efforts to improve schools and community service organizations. This will involve helping parents gain representation on advisory boards and providing direct project assistance to organizations affecting transition.
5. Evaluate project. Project evaluation activities address all aspects of the proposed work and include, as a unique component, annual statewide surveys of parents whose severely handicapped sons or daughters will leave school within the next five years or have left school within the last five years.
6. Project management and internal support. This aspect of the project is responsible for ensuring timely and cost-effective completion of all other work.

The project will benefit Oregon's severely handicapped students and their families by improving the quality of transition planning, increasing parent participation in school and adult services at the point of transition, and increasing the quality of services available before and after graduation. The project's approach, materials, and procedures will provide a demonstration for other states of one way to obtain effective parent participation in transition services for severely handicapped students.

Institution: University of Oregon
Division of Special Education and Rehabilitation
Eugene, Oregon 97403

Project Director: R. William English Telephone Number: (503) 686-3585
Project Number: 029DH50071
Amount: $65,000

Competition and Title: 84.029D - Leadership Personnel, School to Community Transitions Doctoral Program

Description:

This proposal requests funds to provide partial support, for administrative activities and student support, for a newly formed doctoral degree program at the University of Oregon in "School to Community Transitions." The goal of the program is to prepare leadership personnel who can assume positions as administrators, teachers, or applied researchers/program evaluators in the field of special education in universities, public special education, and community transition agencies. Program graduates will have content expertise in secondary special education and networking special education services with community transition services.

Special education services have been expanded dramatically in the last decade in response to legal mandates provided by Public Law 94-142 and Section 504 of the Vocational Rehabilitation Act. This has resulted in a great increase in the number of students with disabilities who are leaving high school. In response to these trends the Office of Special Education and Rehabilitation Services (OSERS) has established "transitions" from high school to employment as a national priority. The OSERS program initiative mandates that special education services place far more emphasis on vocationally oriented curriculum and engage much more actively in networking with vocational education and allied community transition agencies.

This grant proposal describes a professional preparation program that is a direct reflection of the OSERS national initiative on transitions. The rationale behind this proposal is that the field of special education needs doctoral trained personnel to provide leadership to formulate policies, prepare and direct service delivery professionals, and generally assure that the transitions initiative is carried out. The proposed doctoral program is a three year degree curriculum, beyond the master's degree. Program activities are planned to achieve 13 objectives and the content of the doctoral program is designed to assure that graduates have demonstrated competence in eight areas: (1) comprehensive knowledge of the field of special education; (2) clinical skills; (3) supervisory and administrative skills; (4) instructional/teaching skills; (5) research and evaluation skills; (6) writing skills; (7) interpersonal communication skills; and (8) leadership skills.

University of Oregon - continued

The University of Oregon provides a rich environment where doctoral students can gain knowledge and skill competence in transitions, through didactic study and experential involvement in ongoing research and demonstration projects.

This proposal describes the need for this grant, the potential benefits of a Transitions Doctoral Program, the program plan of operation, and a plan for evaluating the extent to which the program outcomes are compatible with program objectives and competencies.

Institution: Western Oregon State College
OSU-WOSC School of Education
Department of Special Education
Monmouth, Oregon 97361

Project Director: Dennis J. Fahey Telephone Number: (503) 838-1220
Grant Number: G008401615
Project Number: 029BH40208 029AH50089
Amount: $35,906 $35,906

Competition and Title: 84.029B - Special Educators, Masters Level Training of Vocational-Special Educators

Description:

This project will add a component to the preservice program in the Oregon State University-Western Oregon State College School of Education which prepares teachers of students with handicaps. These special education teachers will gain the knowledge and skills to serve the vocational education needs of handicapped public school students. The need for this additional training is documented by the significant percentage of handicapped students who receive less than an appropriate education in this priority area. In order to prepare this target population adequately for transition into post-school life, an expanded curriculum to provide independent living skills and vocational skills is necessary. In addition, major emphasis is necessary on the acquisition of social skills and community work experience.

The current preservice program prepares teachers to teach the handicapped learner and emphasizes the remediation of traditional basic skill deficits. Graduating masters level teachers will be prepared to teach this targeted population of handicapped learners vocational skills and to facilitate integration into existing vocational education programs in school districts. This proposal adds components to the current preservice program at Western Oregon State College which will provide these skills to graduating teachers. In addition the expertise of the Department of Vocational and Technical Education will be blended with Special Education. There will be incorporated a practicum experience in schools serving the mildly and severely handicapped. This practicum will include experiences in field (community) settings.

Outcomes of this project will be special education with vocational education skills to serve handicapped youth in fulfilling their potential following completion of their formal education.

Institution: University of Pittsburgh
Office of Research
200 Gardner Steel Building
Pittsburgh, Pennsylvania 15260

Project Director: Naomi Zigmond Telephone Number: (412) 624-3973
Grant Number: G008301637
Project Number: 029JH40018 029JH50005
Amount: $120,000 $120,000

Competition and Title: 84.029J - Special Projects, Teacher Center Experience for Secondary School Special Education Teachers

Description:

This proposal describes an intensive in-service experience designed to upgrade the skills of secondary school level teachers of mildly handicapped students in the Pittsburgh Public School District.

Training will take place at a Teacher Center, a unique environment developed by the Pittsburgh Public Schools as a clinical experience for secondary school teachers. The Teacher Center will be staffed by master teachers and serve as the training site for putting theory into practice. Teachers on full salary will be relieved of teaching responsibilities for 9 weeks and report to the Teacher Center for rejuvenation. The universities in the Pittsburgh area, as well as the business community, will be used extensively as resources and consultants. Facilitator/trainers supported by the project will provide follow-up and support to the teachers after they return to their home schools. Five Special Educators at a time will cycle through the Teacher Center so that, over the three year grant period all 62 secondary special education staff will receive the inservice training.

The content of the in-service experience covers four general areas. First, teachers will get an update in special education. They will become familiar with current issues and research in the field. Second, teachers will develop a broad skill base to prepare them to teach any mildly handicapped students (EMR, LD, SED) irrespective of category. Third, teachers will update their skills in assessment, instruction, classroom organization and behavior management. They will also develop skills for consultation with mainstream teachers, and for teaching school coping skills to mildly handicapped adolescents. Fourth, teachers will have the opportunity to pursue goals in an individualized plan of studies. They will select from a potpourri of topics including seminars or tutorials in computer literacy, group dynamics, adolescent development, substance abuse, stress management, mainstreaming, working with parents, or update in a particular subject area.

This project is intentionally designed to interface with other training activities developed by the Pittsburgh Public School District. It was initiated at the request of the Division for Exceptional Children so that their resources for upgrading teachers' skills could be augmented. This collaboration between project staff and the Division for Exceptional Children will ensure the success of the in-service effort.

Institution: Clemson University
Department of Elementary and Secondary Education
Tillman Hall
Clemson, South Carolina 29631

Project Director: Alice M. Derr Telephone Number: (803) 656-3482
Grant Number: G008535016
Project Number: 029BH50196
Amount: $71,221

Competition and Title: 84.029B - Special Educators, The Master of Education in Special Education: Secondary Emphasis

Description:

The purpose of the project proposed by the Department of Elementary and Secondary Education, Clemson University, is to increase the supply and improve the quality of special education teachers who serve learning disabiled (LD), emotionally handicapped (EH) and educable mentally handicapped (EMH) students at the secondary school levels.

This project proposes to train LD, EH, and EMH teachers through a Master of Education (M.Ed.) degree in Special Education with a Secondary Emphasis track. In addition to the courses in LD, EMH, and EH which are required for certification, students will take several new courses designed specifically for teaching handicapped adolescents.

Funding from this grant will be used to acquire one additional instructor for our special education faculty who will have the needed expertise in the area of secondary special education. Funding will also provide financial assistance to full-time graduate students in the M.Ed. in Special Education - Secondary Emphasis program.

Objectives and Need for This Assistance

The Problem:

According to South Carolina regulations secondary school special education teachers must be certified to teach the LD, EMH, and EH students assigned to them, so that they can fully design and implement an appropriate individualized education program. Yet, due to the institution of new special education programs at the secondary levels, and a high attrition rate among special education teachers, schools are often forced to hire teachers who are not certified in these areas.

Secondary school special education teachers should possess certain competencies unique to working with adolescents. They need to adapt the curricula to meet the needs of the handicapped learner, not only in the content subjects which they teach directly to the student, but also for the subjects in which the student is mainstreamed in regular classes. They also need to prepare their

Clemson University - continued

students for life after high school. Career and vocational education, "survival" skills, and social communication skills are very important to the recent graduate. The special education teacher is often placed in the role of advocate for the student, having to coordinate the demands and assistance of community agencies, school personnel and the student's family. Yet courses in career and vocational education for the handicapped or the adaptation of secondary content subjects have not been included in the training of the special education teachers. In fact, about one-half of the special education teachers hired for secondary schools in this local area majored in Elementary Education in college. Even those who majored in Special Education received no specific training in the aforementioned competencies.

Institution: South Dakota Division of Elementary and Secondary Education
Section for Special Education
Kneip Building - 700 N. Illinois Street
Pierre, South Dakota 57501

Project Director: George R. Levin Telephone Number: (605) 773-3678
Grant Number: G008400620
Project Number: 029HH40007 029GH50041
Amount: $49,076 $76,664

Competition and Title: 84.029H - State Education Agency, Preparing Special Educators for Partnerships in Special Needs Vocational Training

Description:

Over 2,800 adolescents served in the rural schools of South Dakota require vocational preparation and on-the-job training to complete their Individual Education Program. With increasing emphasis on academic competency in mathematics and science as requirements for graduation from South Dakota schools, these adolescents will complete their secondary education by successfully achieving the goals on their Individual Education Program. These goals will be vocational and "real job" oriented.

Special education teachers in South Dakota must perform a variety of roles. An emerging role is that of vocational education monitor and on-the-job training broker. Special education teachers in rural communities must have the expertise to lead placement committees in designing secondary IEPs which address vocational education experience, must act as a resource to vocational education personnel, must be expert in using generic community resources for on-the-job training, and must be a respected resource to the business community in our towns and cities.

The major goal of this proposal is to provide professional development experiences to rural special education teachers in the following areas:

1) Most effective practices in vocational education for special needs students.

2) Procedures and protocols in organizing the local business community to support on-the-job training programs for handicapped adolescents.

3) The integration of these services into the dynamics of the placement committee which designs an Individual Education Program to meet the identified needs of the student.

Rural secondary special education teachers will become capable of providing the leadership and organization for vocational special needs programs. They will be able to access the resources of their school and community and to focus these talents, time, and services to meet the long term employment needs of handicapped students. They will be viewed as valuable partners with the business and professional community in strengthening the quality of life in South Dakota.

A task force consisting of special educators, vocational educators, parents of handicapped children, state agencies serving the handicapped, business and professional organizations, and the Departments of Labor and Education and Cultural Affairs will be appointed by the state superintendent.

This task force will develop a resource guide with two major components:

1) Best practices in vocational and special education in rural settings.

2) Protocol and procedures to develop and access local business community resources for on-the-job training (National Alliance of Business, State Chamber of Commerce, South Dakota Retailers Association, State Private Industry Council).

The resource guide will serve as the framework for continuing inservice and professional development activities to be conducted regionally in South Dakota. This development will include workshops and inservice sessions conducted through special education cooperatives in six regions in South Dakota. An intensive summer institute will culminate this inservice activity by bringing together the best national practitioners in vocational special education, representatives of the South Dakota business community, and special educators in South Dakota.

An evaluation committee comprised of representatives from the Department of Education and Cultural Affairs, Department of Labor, South Dakota Private Industry Council, and a third party evaluator will meet semi-annually. The project will be evaluated with the Stufflebeam model. The committee will use content. Imput, process, and product evaluations to provide data relative to planning, programming, implementing and recycling decisions.

The anticipated outcome of this project is that Secondary Special Education students will be served through Individual Education Programs, designed by local placement committees which include vocational education preparation, on-the-job training, and entry employment experience. We will increase the "holding power" of South Dakota schools and provide handicapped young people with non-subsidized employment.

Institution: The University of Tennessee at Chattanooga
Department of Special Education and Counseling
615 McCallie Avenue
Chattanooga, Tennessee 37403

Project Director: Barbara Ray Telephone Number: (615) 755-4368
Grant Number: G008535005
Project Number: 029BH50422
Amount: $52,865

Competition and Title: 84.029B - Special Educators, Secondary Education for the Emotionally Disturbed

Description:

There is a documented shortage of teachers of the seriously emotionally disturbed (E.D.) student in the Southeast region of the United States. This region includes Tennessee and Georgia, the states primarily served by The University of Tennessee at Chattanooga. Locally, the most significant training need is for teachers with expertise in the education of E.D. adolescents. These teachers need extended training to deal with student problems involving drug and alcohol abuse, violent and delinquent behavior, problems related to sexuality, subcultural peer group pressures and the likelihood of their students being truant or dropping out of school.

Accordingly, a training program is proposed that: (a) assures a significant increase in the number of certified personnel; (b) provides graduates with increased competencies in dealing with the previously specified problem areas and providing for other affective and crisis management needs of E.D. adolescents and; (c) results in improved quality of services to a significant number of E.D. adolescents. Evaluation procedures will comprehensively monitor these three training goals, providing detailed information concerning them and related objectives. Project SEED should significantly improve service delivery to adolescents in the Southcentral Tennessee, Northwest Georgia area.

Institution: Vanderbilt University
Peabody College
416 Kirkland Hall
Nashville, Tennessee 37240

Project Directors: James Fox Telephone Number: (615) 322-2631
Grant Number: G008301041
Project Number: 029AH40169 029AH50166
Amount: $36,000 $37,189

Competition and Title: 84.029A - Special Educators, Special Education for Severely Behavior Disordered Adolescents and Adults

Description:

The purpose of this grant is to establish and support a specific masters-level program in special education at George Peabody College for Teachers of Vanderbilt University. These students will be trained to work with and for severely behaviorally disordered adolescents and adults. It is proposed that a minimum of five students per year be trained over the grant period.

The innovative components of this proposal are:

1) It addresses a population that has not, in most cases, received appropriate services or has had available sufficiently trained personnel to work with them.

2) It is a field-based, competency-based training program. The specific competencies are detailed in the body of this application.

3) It trains professionals to manage comprehensive aspects of the severely behaviorally disordered person's education and habitation.

The goals of this project are:

1) To prepare educators, who are competent in providing appropriate educational services in the areas of career and vocational education, academic instruction, and daily living skills to adolescents and adults who have severe behavior disorders.

2) To prepare personnel for vocational training programs, residential treatment centers, and corrections programs.

3) To prepare masters level personnel who are competent in using ecological management strategies including: professional consultation, supervision, training, and curriculum development for direct service agencies serving behaviorally disordered youth and adults.

Institution: University of Texas
Department of Special Education
EDB 306
Austin, Texas 78712

Project Director: Jim Daniels Telephone Number: (512) 471-4161
Grant Number: G008430059
Project Number: 029TH40012 029UH50008
Amount: $93,700 $93,423

Competition and Title: 84.029T - Transition, Preparation of Leadership Personnel in the Transition To Adult Working Life

Description:

This proposal requests funds for the expansion of the University of Texas Department of Special Education doctoral training in the area of transitional skills needed in moving from school to adult working life. Funds requested in this proposal will be used to establish a training sequence which will increase the supply of trained personnel with expertise in problems inherent when handicapped children move from school to work. A substantial portion of the funds requested will be used for recruitment and support of students. The remainder of the funds will be used to expand current on-campus practicums and support instructional personnel specific to this project. The University of Texas Department of Special Education has been training personnel in special education since 1965. Since 1980, the Department has also offered doctoral training in the area of vocational rehabilitation. We feel that the fact that both rehabilitation and special education have strong faculty in the same department will accelerate the delivery of this training. The University of Texas is a major research and graduate training institute in the Southwest and provides leadership training on a national level. It also provides for a pre-service training on a masters and baccalaureate level for special educators and rehabilitation personnel. Funds requested in this project are to support the development of national leadership personnel who are skilled and competent to address problems faced by handicapped youth in transition from school to work.

Institution: University of Utah
Department of Special Education
Salt Lake City, Utah 84112

Project Director: C. Weller Telephone Number: (801) 581-3189
Grant Number: G008535024
Project Number: 029BH50050
Amount: $54,628

Competition and Title: 84.029B - Special Educators, Preservice Preparation of Teachers of Secondary age Mildly Handicapped Students in Transition from Resource Rooms to the Community

Description:

The project proposed by the Department of Special Education, University of Utah, involves the preparation of preservice teacher trainees to deliver appropriate transition resource room services to secondary age mildly and moderately handicapped students in transition from resource room to community. The preparation program encompasses training in three criteria: (1) transition teaching processess; (2) transition curriculum content; and (3) adult service system integration. Thirteen teacher competencies are critical to this training and include: understanding adult service systems, coordinating in-school and community resources and IEP's, development of school to community transition strategies, implementation of curriculum in cognitive learning strategies, career education, pre-vocational training, social/adaptive curriculum, and functional living skills, and application of teaching strategies for adaptive classroom management, special needs diagnosis, and counseling/communication with secondary age students. These competencies culminate in the teaching outcomes of: (1) teaching acts that are appropriate for secondary age mildly and moderately handicapped students in transition; (2) transition curriculum development and implementation; and (3) integrated IEP development.

To prepare teachers of secondary age mildly and moderately handicapped students in transition from resource room to community, the following objectives will guide this training effort:

1) Over the three year project duration, a total of 30-40 preservice trainees will receive either the Bachelors or M.Ed. degree in Special Education with Resource Certification: Secondary Emphasis. The course programming will feature both on-campus and community based training and supervision with trainees prepared in:

    a) teaching processes required for teaching secondary age mildly and moderately handicapped transition students with practicum experiences selected from one of 9 integrated secondary resource rooms.

University of Utah - continuing

b) curriculum content appropriate for secondary mildly and moderately handicapped transition students with practicum experiences selected from one of 9 integrated secondary resource rooms cities.

c) a community based service system that incorporates practicum experiences selected from one of 9 adult service system cities.

2) Throughout the project, the competencies and activities associated with this teacher preparation program will be disseminated on a state, regional, and national scale.

3) The secondary transition emphasis of resource certification in conjunction with Bachelors or M.Ed. degree will be incorporated into the existing program of the Department of Special Education by using existing departmental faculty expertise, adjunct faculty from integrated resource room sites and adult service system sites, and the expertise of the subcontractor from Special Vocational Services (SVS), Salt Lake City School District.

4) Preservice trainees will be evaluated both formatively and summatively relative to their performance in coursework, practica, and ability to formulate and implement service delivery appropriate for secondary age mildly and moderately handicapped students in transition from resource room to community. Project activities will be formatively evaluated on an ongoing basis.

Institution: Utah State University
Contract/Grant Office
UMC 10
Logan, Utah 84322

Project Director: Frederick S. Berg Telephone Number: (801) 750-1378
Grant Number: G008535022
Project Number: 029BH50191
Amount: $65,686

Competition and Title: 84.029B - Special Educators, Listening in Urban and Rural Noise (LURN)

Description:

This project is designed to educate prospective career educators in providing classroom listening support in the elementary and secondary schools, especially to hard-of-hearing children and youth. The project will be entitled Listening in Urban and Rural Noise (LURN), to emphasis the need to alter the typically poor acoustical and listening conditions of school classrooms. Project LURN will be introduced at six universities including Utah State University (USU) during Fiscal year 1985-86 and expanded to 10 other universities during Fiscal years 1986-87 and 1987-88.

The project will be centered around a competency-based course called Listening for the Hard-of-Hearing Child. Seven course modules will be included: (1) hearing considerations, (2) relevance of audiograms, (3) personal hearing aids: their operation and maintenance, (4) sound in classrooms, (5) listening and speech skills, (6) frequency modulation equipment, and (7) Individualized Education Programs. The listening course will be offered through preservice delivery to university students majoring in elementary, secondary, and special education, and to university personnel who supervise student teaching. Instructional materials will include a handbook, video demonstrations, and microcomputer disks. The listening course will be taught during successive academic year quarters by educational audiologists. Instruction will be offered through class and individual study and competencies applied during student teaching experiences.

Institution: Vermont Association for Retarded Citizens
323 Pearl Street
Burlington, Vermont 05401

Project Director: Joan Sylvester Telephone Number: (802) 864-0761
Grant Number: G008402195
Project Number: 029PH40090 029NH50033
Amount: $55,000 $55,000

Competition and Title: 84.029P - Parents, Preparation of Trainers of Volunteers, Including Parents

Description:

This project will establish a statewide training network which includes both parents of children who are handicapped and educators and human service providers The purpose of the proposed Vermont Vocational Training Network (VVTN) is to insure appropriate prevocational, transitional, and vocational services to secondary level students with a full range of handicapped conditions.

Given the relatively recent focus in special education on vocational education, transition from school to work, and interagency collaboration, a great many secondary level special educators have not yet received adequate training to implement appropriate services. These needs have been confirmed by parents who have expressed concern related to the lack of prevocational, transitional, and vocational services for their sons and daughters.

Parents and professionals need assistance in identifying appropriate expectations and goals, identifying resources, innovative programs, and promising practices to ensure that students with handicaps can live as independently as possible.

The Vermont Vocational Training Network would involve parents and professionals in collaboratively:

- Identifying appropriate vocational goals for students between the ages of twelve and twenty-two who are eligible for special education services.
- Develop transitional plans for these students as a component of the Individual Educational Plan.
- Identify and arrange for services and programs to achieve the goals.
- Monitor the implementation and assess student progress towards the goals.

This will be accomplished by developing a statewide "trainer of trainers" network. Regional teams of parents and professionals will recruit and train local parents, special and regular educators, and human service providers. The Regional Teams will also identify and train additional parent/professional Regional Teams. The formation of this network will mark the first statewide, regionally based, parent/professional training effort, established in Vermont.

Institution: University of Vermont
Special Education/Social Work/Social Services
405A Waterman Building
Burlington, Vermont 05405

Project Director: Susan Brody-Hasazi Telephone Number: (802) 656-2936
Grant Number: G008430090
Project Number: 029TH40009 029UH50005
Amount: $110,796 $110,796

Competition and Title: 84.029T - Transition, A Statewide Model for Leadership Training of Transition Educators to Human Services Personnel

Description:

The central purpose of this project is to train leadership personnel in each of the 16 Special/Vocational Educational Service Regions (S/VESR) who will be responsible for training special and vocational education teachers in community-based work transition programming for mildly to severely handicapped adolescents. These core individuals will be either special education work placement coordinators or cooperative vocational education instructors, both of whom are attached to the service region's area vocational center. Additionally, a minimum of two individuals from each of the state's four Rehabilitation Service Regions (RSR) will be included in this training project.

Objectives

To achieve this project purpose, the following objectives will guide this leadership personnel training effort:

1. A Project Advisory Committee (PAC) will be appointed consisting of SEA and LEA representatives from vocational education, special education, vocational rehabilitation, mental health, employers, and parent groups. The PAC will provide advice on project activities, and review pre-service curricula relative to work transition programming.

2. Thirty-two state-wide leadership personnel will be identified and recruited from the 16 S/VSERs and 4 RSRs to receive a two-year intensive Masters of Education program. They will ultimately function as training specialists of other special, vocational, rehabilitation, and mental health professionals in their respective service delivery domains.

3. Two cohorts of trainees will receive the two-year M.Ed. program over the three-year project duration. The course programming will feature both on-campus and interactive school/community-based training and supervision. The overarching focus will be on the skills necessary to train, place, and follow-up secondary-aged mildly to severely handicapped students, and to plan for their transition to the adult community and working life utilizing local human service delivery systems and generic post-secondary services.

University of Vermont - continued

4. Throughout the project, the competencies and activities associated with this statewide leadership training model will be disseminated on a regional and national scale.

5. Preservice trainees will be evaluated both formatively and summatively relative to their performance in coursework, practica, and ability to plan for and access appropriate adult and post-secondary services. Project activities will be formatively evaluated on an ongoing basis.

Institution: University of Vermont
Special Education/Social Work/Social Services
405A Waterman Building
Burlington, Vermont 05405

Project Director: Susan Brody-Hasazi Telephone Number: (802) 656-2936
Grant Number: G008535013
Project Number: 029BH50358
Amount: $76,134

Competition and Title: 84.029B, Special Educators, Secondary/Vocational Special Education and Consulting Teacher Training Program

Description:

The goal of this project is to prepare Secondary/Vocational Special Education Teachers and Secondary/Vocational Consulting Teachers through preservice graduate level training. The project meets a critical need in Vermont for personnel with Masters and post-Masters Degree level expertise in special education to conduct comprehensive academic and vocational service delivery programs for secondary level handicapped students.

The Secondary/Vocational Special Education Teacher is based in a high school or regional vocational center and is employed by the local school district. He/she provides direct instructional special education services to secondary school youths participating in vocational, regular or resource room classes. The Secondary/Vocational Consulting Teacher provides special education services through ongoing inservice training for high school and vocational center personnel through consultation, workshops and courses. Direct academic instruction, social/recreational counseling and job training are provided through a coordinated effort of the Secondary/Vocational Consulting Teacher and existing personnel in secondary and vocational centers.

Full-time Secondary/Vocational Special Education teachers-in-training are required to complete one summer and one year of intensive coursework and practicum assignments. Part-time students complete the same course of study required of full-time students over a two year period. Successful completion of the program results in a 30-36 hour M.Ed. in Special Education and Vermont Certification as a Teacher of the Handicapped. The project will prepare 30 Secondary/Vocational Special Education Teachers over the next three years.

Secondary/Vocational Consulting Teachers-in-training are required to complete a 30 hour post-M.Ed. program leading to a Certificate of Advanced Graduate Study (CAGS) and certification as a Consulting Teacher. Candidates for this component must have completed a Masters Degree in Vocational or Special Education and have experience teaching handicapped youth prior to admission. The CAGS component may be completed in a full-time or part-time mode. Typically, the full-time mode requires one summer and one year of intensive coursework and practicum while the part-time mode requires two years. The project will prepare 24 Secondary/Vocational Consulting Teachers over the next three years.

Institution: Virginia Commonwealth University
School of Education
Box 568, MCV Station
Richmond, Virginia 23284

Project Director: Sherril Moon Telephone Number: (804) 257-1851
Grant Number: G008430058
Project Number: 029TH40008 029UH50006
Amount: $115,162 $115,149

Competition and Title: 84.029T - Transition, Training Statewide Transition Teams for Severely Handicapped Students

Description:

The proposed project is designed to train teams of special education, rehabilitation, and developmental disabilities professionals, who have been identified as leaders in their state, to serve as statewide transition team trainers for local school transition teams. Local teams will probably be comprised of parents, special and vocational educators, rehabilitation counselors, and developmental disabilities case managers. Through a week-long graduate credit course offered by a team of professionals, these statewide transition team trainers will learn to: a) train local school division transition teams to write and implement effective transition plans for youth with severe handicaps; b) train teachers and adult service providers to implement functional vocational training programs which are directly related to appropriate local employment options; and c) train special and vocational educators, rehabilitation counselors, and adult service providers to establish supported employment for adolescents and adults, aged 16 to 22, who have severe handicaps.

The teams of professionals coming to Virginia Commonwealth University for this training will have been identified by state agency and parent and advocacy groups according to criteria established by project staff and course instructors. The project will provide stipends to offset the expenses of travel and the week-long stay in Richmond. Besides offering the initial course training, the project staff will offer on-site technical assistance to any local transition team receiving training from the statewide transition trainers. Finally, the project staff, in conjunction with statewide trainers, will provide workshops and develop written and audio-visual products for use by educators, parents, rehabilitation professionals, and adult service providers related to the transition of youth with severe handicaps from school to work. Some of these products will include training manuals on transition planning and supported employment placement and training, training videotapes, and topical newsletters.

This project will train at least 24 statewide trainers (eight teams of three or twelve teams of two) during the first 18 months of the project. The professionals will come from the six states in the Region III Rehabilitation Services Administration Area, including Virginia, Washington, D.C., Pennsylvania, Maryland, Delaware, and West Virginia. During the final 18 months of the project, 18 more trainers from Region III and selected states across the country will be trained. A minimum of 24 local school division transition teams in Region III and 12 in other parts of the country will receive on-site technical assistance from the project staff. This training should facilitate the transition from school to appropriate employment or vocational training programs for between 200 and 300 students during the three-year period.

Virginia Commonwealth University - continued

Project staff will include a director, two full-time transition trainers, a graduate assistant, and several consultants who are nationally noted professionals in the fields of special and vocational education and rehabilitation. The staff and consultants will be assisted by an advisory board, consisting of a parent, a state department of education professional, a state level rehabilitation services professional, and others. Several other professionals will be involved in the week-long course for statewide trainers. These include special education and rehabilitation counseling faculty at V.C.U.; staff members of the VCU-RRTC and Vocations in Technology project; DRS state trainers; local school transition teams that have implemented successful transition plans; and employers and job trainers from Virginia's supported employment sites, including competitive jobs, work crews, and sheltered industry.

The ultimate aim of this project is to train professionals at the state level to provide training to local transition teams responsible for the appropriate job placement of young adults with severe handicaps. Because a "train the trainer" approach will be used, there will be people available to help school, rehabilitation, and adult service personnel successfully implement the transition process long after the three-year funding cycle of the project.

Institution: Virginia Commonwealth University
School of Education
Division of Educational Services
Box 5681 MCV Station
Richmond, Virginia 23298

Project Director: Judy W. Wood   Telephone Number: (804) 257-1305
Project Number: 029KH50081
Amount: $82,838

Competition and Title: 84.029K - Special Projects, Preparation of Secondary Personnel

Description:

The proposed project will be a cooperative program between the Virginia State Department of Education and Virginia Commonwealth University to: 1) develop adaptive instructional training packets to prepare secondary personnel to educate mildly handicapped youth; 2) conduct six state-wide summer institutes for assisting 1,200 regular educators to adapt instruction for the mainstream; and 3) provide technical assistance to inservice personnel who serve mildly handicapped youth throughout Virginia.

The project's goals will be to develop training packets to be used in a series of institutes which will be conducted on a statewide basis. The institutes will be offered to special education personnel, classroom aides, related services personnel, and regular education personnel who serve handicapped children and youth.

The proposed project will be developed in three cycles, with each cycle lasting for one year. Cycle I will be designed for training packet and institute development. A general framework of competencies and knowledge regarding adaptive instructional techniques will be developed for institutes which will contain seven major components. During Cycle II, three three-day summer institutes will be conducted in three regions of Virginia. Institute participants will receive continuing education credit, endorsement credit and/or one graduate credit hour for participating. Technical assistance will be provided to all school districts participating in the institutes. During Cycle III, three additional regions in Virginia will be provided with three-day summer workshops and technical assistance. National dissemination will be a major focus.

Institution: Virginia Polytechnic Institute and State University
Research Division
Blacksburg, Virginia 24061-3299

Project Director: Susan B. Asselin Telephone Number: (703) 961-5812
Grant Number: G008301464
Project Number: 029AH40140 029AH50165
Amount: $50,697 $50,697

Competition and Title: 84.029A - Special Educators, A Competency-Based, Field-Based Master's Program for Vocational Special Education

Description:

The purpose of this project is to develop and implement a competency-based and field-based Master's level vocational special teacher education program. The project will be completed in two phases. Phase one involves gathering resources and information related to vocational special teacher competencies and the design of the program structure and content based upon the competencies. Phase two encompasses the implementation and evaluation of the vocational special teacher education program.

The overall goal of the project is two-fold. First, the program will produce a cadre of 40 highly trained individuals. These teachers will be prepared to instruct, and coordinate vocational programs for handicapped students and serve as resource persons to other vocational teachers. These vocational special educators will provide leadership on a local and statewide basis.

The second goal of the program will be to develop, and implement a model competency-based, field-based program in vocational special education. The Master's level program will be systematically developed based upon a thorough examination of the literature, available resources and vocational special educator expertise. The program will be organized by three cores of study, professional, applied studies and cognate. The cognate studies features a unique opportunity to explore fields related to vocational special education, such as vocational school psychology, adult education or special education administration. The field-based program will be delivered in two regions of the Commonwealth of Virginia so teachers will be able to remain in their current positions and take most of their course work in nearby locations. Summer courses will be offered on-campus at Virginia Tech with student stipends for participating teachers.

This model, competency-based, field-based vocational special education program will assist other states in developing quality teacher preparation programs. This Masters level program will also encourage the establishment of future certification or endorsements for vocational special educators in Virginia and expansion of bachelors and doctoral program offerings in Virginia colleges and universities.

Institution: University of Washington
College of Education
Experimental Education Unit
Seattle, Washington 98195

Project Director: David Ryckman Telephone Number: (206) 543-1827
Grant Number: G008401768
Project Number: 029BH40299 029AH50041
Amount: $29,237 $29,237

Competition and Title: 84.029B - Special Educators, Preparation of Special Educators: Special Secondary and Post-Secondary Needs Program

Description:

This project is designed to train secondary and postsecondary teachers to work with learning disabled students. The program will provide teachers for secondary and/or postsecondary learning disabled students who choose to continue in their academic careers. Eight masters level students will enter the program during Year 1, and no more than 20 each year thereafter. The curriculum will focus on preparing teachers who can help handicapped students develop the learning strategies, motivation, and intepersonal skills they will need to achieve academic success.

Institution: University of Washington
College of Education
Experimental Education Unit
Seattle, Washington 98195

Project Director: James Q. Affleck Telephone Number: (206) 543-1827
Grant Number: G008401920
Project Number: 029BH40355 029AH50034
Amount: $82,741 $82,739

Competition and Title: 84.029B - Special Educators, Vocational Education Special Needs/Secondary Special Education

Description:

A successful vocational education component requires the joint effort of vocational and special educators and other support personnel. Therefore, emphasis is placed on the preparation of professionals who are capable of working across disciplines and who can exert positive leadership at either the local or state level. Graduates are being prepared for a variety of careers in both special and vocational education. Individual programs are planned to accommodate the specific career aspirations of students, including the following career options: vocational education teacher, secondary level special education teacher, resource room teacher, vocational resource room teacher, work experience coordinator, special or vocational education administrator, vocational evaluator, sheltered workshop manager, educational liaison with industry, and post-secondary school teacher.

Unique Features. Researchers repeatedly call attention to the necessity of collaboration between secondary special education and vocational education. This program ingredient is most critical to the successful instruction of handicapped individuals at the secondary school level. However, the same researchers are quick to point out that at best this cooperation is occurring sporadically. Programs which train personnel in both disciplines promote this by providing little cross disciplinary exposure. The program described here offers leadership training in secondary special education and secondary special needs education within one programmatic unit. Thus knowledge and skill needed by students in both disciplines can be learned, and in an atmosphere which promotes interaction.

Competency Based Training. Competencies identified for both core and specialized learning experiences were selected from research and expert opinion as well as by analyzing roles of personnel to be trained. Fourteen specialized courses reflecting these competencies are being offered to supplement coursework already available in the area of special education and in allied disciplines. Students are being held accountable for demonstrating competencies learned through these courses and field experiences.

Field-Based Components. Project advisory committee initially recommended that major portions of the vocational special needs/secondary special education training program be field-based. The area surrounding the city of Seattle is set up for numerous opportunities for internship experiences. These opportunities have been capitalized upon through the development of a diversified range of field experience options, including those in school districts, vocational-technical institutes, the state department of education, human service agencies and business and industry.

University of Washington - continued

Multi-disciplinary Options. Program interaction with such disciplines as rehabilitation medicine, counseling, administration, and social work have been negotiated resulting in numerous opportunities for students to gain exposure to allied disciplines.

A total master's degree program in vocational special needs/secondary special education has been developed and implemented during the 1981-84 period. Coursework and field experiences have been established from a list of competencies representing both breadth and depth in coverage of knowledge and skills needed by professionals who can work effectively in secondary programs for the handicapped.

In addition to coursework that has been developed for the vocational special needs/secondary special education training program, a broad range of field experiences have been identified for students. These experiences include direct service, indirect service, and experiences in business and industry. Direct service internships involve teaching in vocational education or special education classrooms, or providing other types of direct services to handicapped individuals through consultation or human service agencies. Indirect service internships include school district administration, work with the office of the superintendent of public instruction, and placement with the state heads of human service agencies (DVR/DDD). The third type of internship is with business and industry and involves students working directly with personnel managers and frontline supervisors in assisting in the developing of receptive work environments for handicapped individuals.

One hundred percent placement of graduates. Since the inception of the vocational special needs/secondary special education program three years ago, one hundred percent of the graduates have found employment in areas for which they were trained. At least twice this number of requests for program graduates have been received by prospective employers. In short, the demand for students graduating from the vocational special needs/secondary special education program is considerably beyond the present capacity of the program.

Institution: University of Washington
College of Education
Experimental Education Unit WJ-10
Seattle, Washington 98195

Project Director: James Q. Affleck Telephone Number: (206) 543-1827
Grant Number: G008300641
Project Number: 029CH40005 029CH50016
Amount: $64,125 $64,125

Competition and Title: 84.029C - Leadership, Preparing Leaders in Career Development for the Handicapped

Description: -

Extent of Need

This docotoral level program prepares leadership personnel in the areas of secondary special education and special needs vocational education. The program prepares trainers of special educators and regular vocational educators, and researchers and administrators who are uniquely prepared to work within an interagency environment.

The University of Washington Area of Special Education is especially qualified to provide training at the doctoral level in these specialty areas. A strong, nationally recognized, doctoral program currently exists in the Area of Special Education. Additionally, a masters level program in secondary special education and special needs vocational education has been gaining national attention.

The mandates of legislation and litigation have provided access for the handicapped to enter a wide variety of occupations. Specifically, Section 503 of the Rehabilitation Act of 1973 has erected an affirmative action framework by requiring business and industry to provide reasonable accommodation to an individual's handicaps. Tax incentives or tax credits are allowed for companies that remodel to accommodate handicapped persons or for companies that hire targeted population groups. Despite this legislative mandate, there is still a need for greater vocational training for the handicapped to facilitate their employability.

Relationship of the Need to the Proposed Program

This need is directly related to the lack of leadership training in secondary special education and special needs vocational education. Five roles in which doctoral level individuals could assume leadership are:

1) program developers
2) researchers
3) administrators/facilitators/change agents
4) material developers
5) business and industry consultants

The goal of the doctoral level program is to prepare between 4 and 6 individuals annually. Such an effort would still underrepresent national and state needs for leadership personnel.

The Leadership Training Program was developed on the basis of a philosophy of training. This philosophy suggests that a direct relationship should exist between training experiences and the roles that program graduates are expected to assume. Furthermore, the roles for which graduates are being prepared should be directly related to the solution of educational problems in secondary special education and special needs vocational education.

Coursework and internship experiences developed for the doctoral leadership program reflect clusters of competencies which have been identified as critical to effective leadership in program of career development for handicapped students. Fifteen graduate level courses specific to leadership in career development (e.g., advanced vocational assessment) have been developed as part of the Master's and doctoral training programs. Specialized coursework related to leadership in teaching, research, administration, and curriculum development has been identified and integrated into doctoral advising materials. Internship possibilities have been arranged in major state agencies, industry sites, and the public schools.

Benefits to be Gained

Benefits from the program will accrue to the following groups: secondary handicapped students, public schools, researchers and consumers of research, institutions of higher education, business and industry, and community college programs. Briefly, a synopsis of the benefits to each group would entail:

1) Secondary Handicapped Students: These students will be better prepared to compete on the open job market due to improved skill development through better trained teachers, new technologies, and new programs.

2) Public Schools: Secondary level programs for the handicapped in the public schools will benefit due to improved teacher training, innovative materials and methods development, cohesive special education-vocational education planning, and in-service training provided by students and graduates of the doctoral program.

3) Researchers and Consumers of Research: Program graduates will not only be trained to execute procedures necessary for theoretical and applied research, but they will also have a requisite background to translate existing literature into viable educational programs.

4) Insitutions of Higher Education: University level teacher trainers will be prepared to fill the current void of professional, secondary level special education certification programs.

5) Business and Industry: Program graduates can assist private industry in capitalizing upon the wealth of available manpower existing in the ever-expanding pool of handicapped individuals.

6) Community College Programs: Post-secondary vocational training can be facilitated through the administration, development, and research of programs designed to carry on skills training of handicapped students upon completion of a high school curriculum.

Institution: University of Washington
College of Education
Experimental Education Unit WJ-10
Seattle, Washington 98195

Project Director: James Q. Affleck Telephone Number: (206) 543-1827
Grant Number: G008530028
Project Number: 029FH50013
Amount: $60,000

Competition and Title: 84.029F - Related Services, Preparation of Vocational/Career Educators and Vocational Evaluators

Description:

The University of Washington Area of Special Education proposes to develop a masters level program specialization to prepare support professionals to work with high school-aged handicapped students. The graduate students will have the choice of preparing for two careers. Vocational Evaluation Specialist (VES) or Vocational/Career Education Consultant (V/CEC). Both evaluators and education consultants are essential professionals in the effort to provide handicapped students with appropriate vocational support services before they graduate from public school, and as they transition into postschool programs.

Trained Vocational Evaluation Specialists will be able to administer and implement vocational assessments for the high school vocational placement of handicapped youth, and design vocational training programs for individual students. Vocational/Career Education Consultants will provide vocational/career counseling and support to handicapped students in secondary vocational education courses. They will coordinate staff to implement vocational evaluations. Additionally, these consultants will be prepared to tutor students and help vocational instructors adjust curricula, grades, and assignments.

The VES and V/CEC specializations will build on an existing University of Washington masters/doctoral level personnel preparation program in Vocational Education/Secondary Special Education Leadership Preparation. Thus, only a handful of new courses will need to be developed to meet course needs. New internship settings will ensure that graduates have the practical experience to take leadership roles in their fields. Approximately one-third of the masters program will consist of increasingly responsible and demanding practicum placements.

Institution: University of Wisconsin-Stout
Special Education Program
Menomonie, Wisconsin 54751

Project Director: Mary Hopkins-Best Telephone Number: (715) 232-1409
Grant Number: G008301224
Project Number: 029AH40104 029AH50059
Amount: $26,805 $26,805

Competition and Title: 84.029A - Special Educators, Special Needs Concentration Within M.S. in Vocational Education

Description:

The purpose of this project is to train masters level vocational educators to work more effectively with special needs students by offering a Special Needs Concentration within the existing M.S. in Vocational Education. The proposed concentration incorporates competencies identified as "very important" by Wisconsin Vocational Educators (Kresbach, 1981).

National, state, and local studies have shown that passage of public laws mandating vocational education for special needs students was the first phase of appropriate education. The major need now is appropriate planning and implementation of vocational education for special needs students in educational facilities.

The major objective to this project is to prepare graduate level vocational education students to become competent in vocational instruction, evaluation, needs assessment, and programming for special needs students. Vocational education, special education, and vocational rehabilitation faculty will cooperatively implement the project. The delivery system will consist of academic year and summer on-campus courses, short-term workshops, and outreach instruction. The University of Wisconsin-Stout has the necessary resources to implement the project.

Institution: University of Wisconsin-Oshkosh
Board of Regents
800 Algoma Boulevard
Oshkosh, Wisconsin 54901

Project Director: William W. Wenzel Telephone Number: (414) 424-3421
Grant Number: G008301153
Project Number: 029AH40155 029AH50135
Amount: $44,982 $43,739

Competition and Title: 84.029A - Special Educators, A Program to Train Pre-Service Special Education Majors to Serve as Supplemental Vocational Education Personnel in Secondary School Special Education Classrooms

Description:

The purpose of this proposal is the designing, implementation and institutionalization of an improved pre-service special education teacher training curriculum that addresses the vocational needs of handicapped learners.

Substantive programs of study that address that need do not currently exist in pre-service teacher education programs for special education majors. Vocational education for handicapped learners is not adequately provided for in special education classrooms at the secondary school nor do special education teachers presently have the skills and knowledge needed to work with mainstream vocational education teachers.

This project would raise the quality of special education teacher training programs by providing a regional and national model that assists in meeting those needs. The primary goal of this project is to assure that special education classroom teachers coming into the field of practice are of the highest professional caliber and possess the requisite skills and knowledge with respect to the vocational education of handicapped learners at the secondary level.

The immediate impact of the project would be the entry of seventy-five trained special education classroom teachers into secondary school programs designed to assist handicapped learners acquire entry-level job skills in least restrictive, mainstreamed settings.

The broader impact would be on present pre-service teacher training programs, since it would provide a positive direction and process for curriculum change at the IHE level.

The proposal presents a three-year pre-service special education project to train twenty-five teachers in each of the three years in the area of vocational education for handicapped learners.

That program will provide graduates with a minimum of 16 credits in the area of vocational education for the handicapped.

The program is an interdisciplinary, collaborative approach; combining IHE, LEA and community resources. It incorporates the goals established by the U.S. Department of Education and the current Wisconsin SEA state plan for handicapped education. Specifically, it would prepare special education teachers to work with regular vocational education teachers in the LEA's in an integrated, cooperative team approach in the delivery of services as supplemental vocational instructors.

The program will involve a combination of on-campus course work and field-based observations and practicum work in six LEA's over the course of an academic year, working with secondary level special education teachers and vocational education teachers already trained and teaching handicapped learners, under the joint supervision of university faculty and LEA personnel.

Institution: University of Wisconsin-Madison
Board of Regents
750 University Avenue, Room 446
Madison, Wisconsin 53706

Project Director: Lloyd W. Tindall Telephone Number: (608) 263-3415
Grant Number: G008302551
Project Number: 029JH40026 029JH50018
Amount: $132,000 $132,000

Competition and Title: 84.029J - Special Projects, Development and Dissemination of an Inservice Training Package to Help Special Educators Enroll Handicapped Students in Job Training Partnership Act Programs

Description:

Handicapped people have been traditionally underrepresented in job training programs in the United States. Handicapped people have not shared equally in vocational education programs, workstudy and apprenticeship training. This lack of training has further manifested itself in higher unemployment, underemployment and lower wages for handicapped persons. The New Job Training and Partnership Act (JTPA) which will be implemented on October 1, 1983 offers an opportunity for handicapped persons to receive job training. Although 90 percent of the JTPA funds have economic disadvantagement as a requirement for participation, ten percent of the funds require no economic disadvantaged requirements. There will be an opportunity for a great number of handicapped people to receive training, especially since the national JTPA budget is around 3.7 billion, dollars per year.

There is a great need for special education teachers to receive inservice training on how to enroll handicapped students in JTPA programs. The objectives of this proposed project are 1) develop an inservice training package to help special educators enroll handicapped students in Job Training and Partnership Act programs; 2) disseminate the Inservice Training Package through inservice training workshops and national dissemination activities; and 3) evaluate the activities of the project and the impact of the target audience.

National searches will be conducted to identify each state's individual JTPA guidelines as they relate to handicapped students. Specific agencies to contact are the Governors Office charged with administration of JTPA programs, State Education Agencies receiving JTPA funds and Private Industry Councils. A search will be made to identify promising JTPA programs around the nation which serve handicapped students. Extensive information and literature searches will be made to identify information related to job training, new technology and high technology programs for handicapped people and the latest techniques and procedures for inservicing special education teachers.

A handbook on how to enroll special education teachers in JTPA programs and supplementary materials to accompany the handbook will make up the Inservice Training Package. Over 25,000 special education students are expected to benefit from the project. An extensive analysis will be conducted to evaluate the impact of the project on the target audience. The preliminary Inservice Training Package and supplementary materials will be completed in year one of project operation. In year two, the Inservice Training Package and supplementary materials will be field tested and final copies produced. Activities in year three will be the development and conduction of the six regional workshops for 600 participants, dissemination of project materials and the evaluation of the impact of the project and the target audience.

SUMMARY

Division of Personnel Preparation Transition Competition - FY 87 and 88

and

SUMMARY

DPP Secondary and Transition Related Projects Funded Under Other DPP Competitions FY 87 and 88

Transition Competition Manager:

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Division of Personnel Preparation
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Washington, D.C. 20202
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October 1988

INDEX

Page

I. Background of the DPP Transition Initiative 1

II. Transition Competition Priority, FY 87 and 88 1

III. Characteristics of Applications Submitted to the Transition Competition 2

IV. Characteristics of Funded Applications 3

V. Transition Projects Funded Under Other DPP Competitions 8

1. Special Projects Competition 8
2. Special Educators Competition 9
3. Related Services Competition 9
4. Rural Competition 10
5. Leadership Competition 10
6. SEA Competition 11

VI. Funding Analysis of Transition 11

oooooo

Table I - Mild or Severe Populations Served in FY 87 & 88 Transition Projects 4

Table II - Analysis of FY 87 and 88 Transition Competition Projects 5

Table III - Analysis of FY 87 DPP Transition Related Projects 13

oooooo

Appendix A - FY 87 & 88 Transition Competition Project Abstracts

Appendix B - FY 88 DPP Projects Related to Transition Funded Under Other DPP Competitions

I. BACKGROUND OF THE DPP TRANSITION INITIATIVE

The Transition priority was established in 1984 to support the development of new and improved training programs in Transition for leadership personnel. Applicants were encouraged to bring together training in special education and vocational rehabilitation. A total of 31 applications was received and 9 projects were funded for $807,663.

The projects funded in FY 84 exhibited the following characteristics:

- Programs were developed at several levels of training, but all fell within a broad definition of leadership positions.
- Most projects were generic, but one focused on training personnel to deal with youth with visual handicaps and one focused on youth with multiple handicaps.
- Five projects addressed the needs of minority populations.

The nine funded projects were from:

1. University of Missouri
2. Syracuse University
3. University of Oregon
4. Boston College
5. University of Texas
6. Virginia Commonwealth University
7. University of Illinois
8. University of Vermont
9. University of New Orleans

These projects began September, 1984 and ended September, 1987.

II. TRANSITION COMPETITION PRIORITY

In FY 87 AND FY 88 the Transition Competition recognized the need to train direct service personnel to assist students in preparing for the transition from school to work, and requested applications for the preservice preparation of special education and related services personnel, including secondary school teachers, to prepare handicapped youth to meet adult roles. Personnel could be prepared to provide either short-term job finding services or long-term supported employment services, or both. Projects supported under this priority were intended to train personnel to function in a variety of settings including school and non-school settings and to prepare handicapped youth for community placement and adjustments to community settings.

This priority requested, in particular, that projects prepare personnel to write transition plans and to be knowledgeable about the trends and practices in business and industry and about the various agencies (e.g. social security, vocational rehabilitation, mental health/mental retardation) that impact upon handicapped students leaving school for a job. It was therefore requested that preparation programs be interdisciplinary and that they include, at a minimum, special education, vocational educational, and vocational rehabilitation in the planning and delivery of training.

Approximately $1,000,000 was committed to this competition in FY 87 and $500,000 in FY 88. An average grant of $75,000 was suggested in the application package.

III. CHARACTERISTICS OF APPLICATIONS SUBMITTED TO THE TRANSITION COMPETITION

Sixty-one applications were reviewed in FY 87 and 26 in FY 88. The applications represented a broad spectrum of geographical areas and institutions. Content focused upon the fields of special education, vocational education, and vocational rehabilitation. Applicants generally addressed no specific handicapping condition, but tended to focus upon populations with either mild to moderate or moderate to severe disabilities, or focused upon the full spectrum.

Handicapping Conditions

Of the 87 applications submitted in FY 87 and 88, 30 applications focused upon mild-moderate handicapping conditions and 20 applications focused upon moderate to severe handicapping conditions. 37 applications either did not specify a focus or addressed both mild and severe disabilities.

Most applicants did not specify any particular handicapping condition, but seven applications did. Two sought to prepare transition specialists for persons with visual impairments, two for youth with mental retardation, one for youth with emotional disturbance, one for youth with learning disabilities and one project for counselors for youth with hearing impairments.

Special Populations

A few projects directed their work toward special populations. Two focused on rural populations, two on minority, and one on incarcerated populations.

Roles

A wide variety of roles for which personnel were to be prepared were specified in the applications submitted. The vast majority of the applications submitted were proposing to train personnel in special education, vocational education, or vocational rehabilitation. These ranged from secondary special education teacher to vocational education teacher to supported employment specialist and rehabilitation counselor. Most proposed to award a master's degree, sometimes specified as in special education, but often not specified. In addition a few applications proposed to train a variety of related service professionals such as counselors, school psychologists, occupational therapists, speech therapists, nurses, and social workers.

IV. CHARACTERISTICS OF FUNDED APPLICATIONS UNDER THE TRANSITION COMPETITION

Thirteen projects were funded in FY 87 and 6 were funded in FY 88. The portfolio of 19 project exhibits the following characteristics:

1. State Funding

State	Number of Applications	Funds Recommended
Arkansas	1	$ 82,612
California	2	209,149
Florida	1	93,509
Hawaii	1	108,323
Illinois	1	115,209
Kansas	1	94,754
Kentucky	1	82,520
Louisiana	2	127,511
Maryland	1	105,814
Minnesota	1	78,909
Nebraska	1	102,384
New York	1	84,407
Ohio	1	71,785
Pennsylvania	2	176,966
Vermont	1	86,673
Virginia	1	73,317
Totals	19	$1,693,842

2. Content Area

The vast majority of projects did not focus on any particular handicapping condition, but two were funded which focus on mental retardation. Rather, projects tended to address either the mild-moderate population, the severely handicapped population or the full spectrum.

Table I

	FY 87 Applications Funded	FY 88 Applications Funded	Total
Mild-Moderate	2	4	6
Moderate-severe	3	2	5
Full spectrum	8	0	8

Transition related content generally consists of training personnel to provide employment training and placement as well as social skills training, community living skills, domestic skills, recreation/leisure skills and functional academics. Other content that is often included relates to interagency collaboration, advocacy, systems change, how to work with professionals and parents, development of IEP's, ITP's and case management, knowledge of business and industry and how to administer a program.

3. Role and Degree

Almost all of the funded projects are proposing to train people in special education, vocational education, or vocational rehabilitation and give them a master's degree. Table II presents a complete breakdown of the various roles programs are preparing people to fill, the level of training, and the handicap population to be focused upon.

TABLE II
ANALYSIS OF FY 87 and 88 TRANSITION COMPETITION PROJECTS

Transition Institutions/Directors	Handicapped Population	Role	Degree/Level
1. University of Nebraska-Lincoln	Mild-Moderate	Secondary S.E. Teachers	BS/M.Ed. in SE
2. Virginia Commonwealth University	Moderate-Severe	Career Ed. Special Supported Employ. Specialist Supported Living Specialist Adult Service Providers Special Education teachers Allied Health Personnel	9 hr. seq. as part of masters
3. University of Hawaii	Moderate-Severe	Employment Training Specialist Community Based Instructors Paraprofessional job coach	Master of Ed. Graduate Certificate
4. Southern Illinois University	Mild-Severe	Secondary S.E. teachers Rehabilitation Counselor Job development & placement specialist Agency Administrator Independent living specialist Voc. Education Coordinator	Master's degrees in Special Ed., Voc. Ed., Rehab.
5. California State University-Long Beach	Mild-Severe	Special Education Teacher Vocational Education Teachers Adult Service Personnel	Post Baccaulaureate 18 hour univ. certificate Master & Post Master certificate

	Transition Institutions/Directors	Handicapped Population	Role	Degree/Level
6.	University of Arkansas-Little Rock	Moderate-Severe	Transition Specialist Supported Employment Agency Adm. Job Developer & Supervisor Job coach	M.Ed.
7.	University of Vermont	Mild-Severe Mentally Retarded	School personnel providing employment training services	M.Ed. SE or Certificate of Advanced Study in S.E.
8.	The Pennsylvania State University	Mild-Severe	Secondary S.E. Teachers Rehabilitation agency personnel Community agency personnel Community Placement Specialist	M.Ed. or MS in S.E.
9.	University of Maryland	Mild-Severe	Transition School Specialist Post-Secondary Transition Specialist Job coach	MA or M.Ed. certificate
10.	University of Kansas	Mild-Moderate Mentally retarded	Secondary S.E. Personnel Career Transition Specialist	MS in S.E.
11.	University of Kentucky	Mild-Severe	Secondary S.E. Teachers Voc. Ed. Teachers Rehabilitation Counselor Adult Service Personnel	MA., MS. in S.E., Voc. Ed. Reh. Counsel

Transition Institutions/Directors	Handicapped Population	Role	Degree/Level
12. San Diego State University	Mild-Severe	Special Educators Vocational Educators Rehabilitation Counselors Communicative Disorders Specialist Industrial Studies Instructor Post-secondary Instructor	Supplemental certificate in Trans./Supported employment 15-21 credit hrs.
13. Kent State University	Mild-Severe	School-Work Coordinator Mainstreaming Coordinator Supported Work Specialist School Rehabilitation Counselor SE/VE Occupational Specialist	M.Ed., MA, E.DS. in Special Ed. Voc. Ed., Reh.
14. University of Minnesota	Mild-Moderate	S.E. Sec./Trans. Specialist Voc. Special Needs personnel Work Experience Coordinator Vocational Evaluator	MA-SE
15. Florida State University	Mild-Moderate	Transition Specialist	MA
16. Louisiana Tech University	Mild-Moderate	Secondary S.E. Teacher Transition Specialist	MA
17. Temple University	Moderate-Severe	Transition/Supported Employment personnel	MA-Cert.
18. University of New Orleans	Moderate-Severe	Transition/Supported Employment personnel	MA
19. CASE/CUNY	Mild-Moderate	Transition Linkage Coordinator	5 graduate credits

V. TRANSITION PROJECTS FUNDED UNDER OTHER DPP COMPETITIONS

In addition to the nineteen (19) projects funded under the Transition Competition, a number of transition or transition related projects are funded under other competitions. "Transition related" projects are projects such as those training teachers for severely handicapped persons, which included a transition component; secondary special education teacher training projects; parent training projects which focus on transition; related service projects, such as those which prepare counselors for learning disabled adolescents, those which prepare community living specialists, or paraprofessional job coaches.

In 1987, eighty-seven (87) projects related to transition were funded under six (6) other Division of Personnel Preparation competitions. These were distributed across the various competitions as follows:

1. Special Projects	10
2. Special Educators	50
3. Related Services	17
4. Rural	3
5. Leadership	5
6. State Educational Agencies	2

1. Analysis of the Special Projects Competition

The Special Projects Competition's focus is the development, evaluation, and distribution of innovative approaches to the preparation of special education, related service or regular education personnel. The types of personnel the 10 funded special projects focus upon are:

1. Auburn University at Montgomery - Secondary special and regular education teacher
2. California State University/Long Beach - Secondary special education teacher/vocational educator
3. Atlanta University - Secondary regular education teacher
4. University of Kansas - Teacher educators in learning disabilities
5. PACER Center, Minnesota - Parents/volunteers in transition
6. Human Resouces Center, New York - Secondary personnel in learning disabilities
7. State University College at Buffalo - Correctional personnel
8. Oregon Health Sciences University - Paraprofessional work experience coordinators
9. Virginia Commonwealth University - Secondary instructional personnel of the mildly handicapped
10. University of Wisconsin-Madison - Secondary instructional personnel and parents, advocates and teacher educators in the Perkins Act

It is difficult to make generalizations about groups of projects but it appears all ten of these projects focus on the mildly handicapped with the exception that one focuses upon the full spectrum. Most are inservice models (6 out of 10), but two are both inservice and preservice models. Four of these projects propose the development of materials for inservice training.

The Special Projects Competition is one of the Division's smaller competitions with approximately 60 projects funded under it (17 new and 43 continuation projects).

2. Analysis of the Special Educators Competition

The Special Educator's competition is the Division's largest with approximately 300 projects funded under it (100 new and 200 continuations). Its focus is to support preservice training for personnel preparing to engage in employment as special educators of children and youth with handicaps. The fifty (50) transition-related projects are distributed across secondary instructional personnel training categories as follows: (Numbers total more than 50 because some projects address more than one area.)

Role of Trainee	Number of Projects
1. Secondary special educator	31
2. Vocational educator or vocational/special educator	12
3. Career educator	5
4. Teacher of children with severe handicaps	14
5. Special education/transition specialist	12
6. Correctional educator	3

Most of these programs trained personnel at the master's degree level (33 out of 50); three trained at the bachelor's or master's level and four trained at the Ed.S or post-master's level. (The others did not specify a level of training).

Seventeen (17) of these programs specified they were training people for a mildly handicapped population, fourteen (14) for a severely handicapped population and three (3) specified the full spectrum. (The remaining programs did not specify.)

3. Analysis of Related Services Competition

The Related Services Competition seeks to increase the number of professionals and paraprofessionals who provide special education related services. Approximately 60 related services grants are funded in any one year (20 new grants and 40 continuations). Seventeen (17) grants (new and continuation) related to Transition were supported in FY 87.

The roles these 17 grants prepared personnel to fill were:

1. Paraprofessional job coach
2. Work experience coordinator/school psychologist
3. Occupational therapist
4. Transition community living specialist
5. Career/transition service personnel
6. Career/special education resource specialist transition specialist, career/business advocate
7. Secondary counselor for transition
8. Social worker
9. Career/vocational educator
10. Transition paraprofessional
11. Parents as career educator
12. Learning disabilities counselor
13. School counselors in vocational education
14. Therapeutic recreator for transition
15. Community integration specialist
16. Vocational/career education counselor
17. School psychologist/vocational evaluator

Three (3) of these programs specifically target a population of mildly handicapped students, while four (4) target a severely handicapped population. One specified the full spectrum, but most (9) did not specify any specific population to be served.

Of those programs clearly specifying degrees to be awarded, most were at the master's level. Specifically, two (2) programs were training at the associate level, nine (9) at the master's level, three (3) at the Education Specialist level, and two (2) were to award certificates.

4. Analysis of the Rural Competition

The Rural Competition supports projects which deliver model training programs for the preservice preparation of special education and related service personnel to work in rural areas. Approximately 28 rural grants are supported in any one year (10 new grants and 18 continuation grants).

Three (3) Rural Competition grants related to transition were supported in FY 87. The roles these grants were preparing personnel to fill were:

1. Special education career educator
2. Secondary special education rural transition specialist
3. Secondary transition teacher

Two (2) of these programs were preparing personnel for mildly handicapped populations, while one (1) was preparing personnel to serve the full spectrum. All three proposed to award a certificate for the training.

5. Analysis of the Leadership Competition

The Leadership Competition's focus is the preparation of doctoral and post-doctoral personnel to prepare personnel as trainers, researchers, administrators and supervisors.

Approximately sixty (60) leadership projects are supported in any one year (15 new and 15 continuation). In FY 87, five (5) of these leadership projects were directly focused on Transition. These universities and the types of personnel they are preparing are:

1. University of Connecticut - LD college professors and administrators

2. George Washington University - National internship in transition

3. George Washington University - Doctoral program in transition/vocational education/special education

4. University of Oregon - Transition leadership personnel

5. University of Washington - Career development leaders/ vocational/special needs leaders

6. Analysis of the State Educational Agency Competition

Only State educational agencies (SEAs) are eligible for the SEA competition which is designed to assist SEA's to increase the supply or improve the quality of teachers. Within these parameters grants may be designed virtually any way the SEA wishes. Most States and territories (and the Bureau of Indian Affairs) apply for and receive grants under this competition. Two States have chosen to focus their grants on transition - these are Maryland and New Jersey. Both are preparing video tapes on secondary education and transition. Maryland will broadcast these tapes on instructional television while New Jersey plans to use them in inservice training workshops.

Funding Analysis of Transition

VI ~~IV.~~ ~~ANALYSIS OF FUNDING FOR TRANSITION~~

In the years that the Transition Competition has been held--1984, 1987 and 1988--funding levels for Transition Competiton projects have been as follows:

Transition Competition Funding By Year

Year	New Projected $	New Projects	#	Cont. Projects	#	Total
1984	$ 800,000	$ 807,663	(9)	-0-		$ 807,663 (9)
1985	-0-	-0-		$ 807.663	(9)	807,663 (9)
1986	-0-	-0-		807,663	(9)	807,663 (9)
1987	1,000,000	1,391,613	(13)	-0-		1,391,613 (13)
1988	500,000	465,491	(6)	1,391,613	(13)	1,857,104 (19)

Funding levels for projects related to Transition --across all competitions in the Division of Personnel Preparation-- have been steadily increasing.

Funding for DPP Transition Related Projects

Year	#Trans.Related Projects	Total $	DPP Budget	Trans.%
1984	56	$ 3,862,553	$55,540,000	6.95 %
1985	77	5,364,611	61,000,000	8.79 %
1986	88	6,431,416	64,000,000	10.04 %
1987	100	7,945,455	67,730,000	11.73 %
1988	114	8,949,371	66,410,000	13.48 %

A breakdown of the 1988 projects has not yet been done, so the following generalizations apply to the 100 projects funded in 1987. However, the same general trends should continue in 1988.

- ° Approximately one-half of the 1987 projects are preparing instructional personnel for both mildly handicapped and severely handicapped populations including secondary special educators, vocational (regular or special) educators, or career education personnel.

- ° Approximately one-third of the 1987 projects are training transition specialists, per se. That is, training programs are designed with input from special eduaction, vocational education, and vocational rehabilitation, as well as business. These personnel can take jobs in schools or adult service agencies as transition specialists.

- ° Approximately one-third of the 1987 programs are preparing ancillary personnel, such as related service personnel or parents.

TABLE III

FY 87 DPP Projects Related to Transition
Funded Under Other DPP Competitions
By Agency, State, Population, Role of Trainee, Degree, and Competition

FY 87 DPP Projects Related to Transition Funded Under Other Competitions

Agency	State	Population	Role	Degree	Competition
Auburn University	AL	Mild	Sec SE teachers	Ed.S.	Special Projects
FOCUS, Inc.	AR	Mild/Mod.	para. job coaches	Cert. A.A.	Related Services
U. of Ark.-Little Rock	AR	SVH	transition personnel	MA	Transition
Cal. State U.-L.A.	CA	SVH	trans. personnel, supported employment personnel	MA	Special Ed.
Cal. State U.-Hayward	CA	SVH	comm. based instructors		Special Ed.
Cal. State U.-Long Beach	CA		Sec SE, Voc. ed.		Special Projects
Cal. State U.-Long Beach	CA		Sec SE, trans, Voc Ed	Cert.	Transition
Cal. State U.-Northridge	CA	Mild	Sec SE		Special Ed.
San Diego State University	CA	SVH	Supported Employment Pers.	Cert.	Transition
San Jose State University	CA	Mild/SVH	SE Career Ed.	Cert.	Rural
San Jose State University	CA	Mild/SVH	Work experience educators, School Psych., SE	MA	Related Services
U. of Southern California	CA	SVH	Occupational Therapists	MA	Related Services
U. of Connecticut	CN	Mild	LD col. adm/professors	Ph.D.	Leadership
University of Delaware	DE		Transition/vocational	MEd.	Special Ed.
George Washington University	DC		Vocational/SE	MA	Special Ed.
George Washington University	DC	SED	Sec/SE	Ed.S.	Special Ed.
George Washington University	DC		Sec/SE	12 Hrs.	Rural

Agency	State	Population	Role	Degree	Competition
George Washington University	DC	LD	Sec/LD	Ed.S./MA	Special Ed.
George Washington University	DC		Vocational Evaluators	MA	Special Ed.
George Washington University	DC		Trans. National Internship	Ph.D.	Leadership
George Washington University	DC		Doctoral Pers. in Trans./Voc./SE	Ph.D.	Leadership
George Washington University	DC	SVH	Trans. Community Living Spec.	MA	Related Service
George Washington University	DC		Career/Trans. Service Personnel	Ed.S.	Related Service
Florida State University	FL	Mild	Correctional SE teachers		Special Ed.
U. of Northern Florida	FL	Mild/SVH	Sec. SE	BA/MA	Special Ed.
Atlanta University	GA	Mild	Sec Regular Ed.		Special Projects
Georgia State University	GA	Mild	Pre-Voc and Voc coord teachers		Special Ed.
University of Georgia	GA	Mild/SVH	Sec/Trans. SE		Special Ed.
University of Hawaii	HI		Career SE resource spec./Trans. liaison sp. career/bus. advocate	MA	Related Services
University of Hawaii	HI	Mod-SVH	Employ. Training Specialist	MA	Transition
University of Idaho	ID	SVH	Sec/Voc. teachers	MA	Special Ed.
Northern Illinois University	IL	Mild	Sec. SE	MA	Special Ed.
Northern Illinois University	IL	Mild	Sec. Counselors for Trans.	Ed.S.	Related Services
Southern Illinois University	IL	Mild/SVH	Trans. Specialist	MA	Transition
University of Illinois	IL	Mod-SVH	Pre-vocational coord.	MA	Special Ed.

FY 87 DPP Projects Related to Transition Funded Under Other Competitions

Agency	State	Population	Role	Degree	Competition
University of Illinois	IL		Voc/SE trans. coord.	MA	Special Ed.
University of Illinois	IL		Sec SE/trans. coordinator		Special Ed.
Indiana State University	IN	Mild	Sec SE	MA	Special Ed.
Indiana University	IN		Sec SE/trans. coordinator		Special Ed.
University of Kansas	KS	Mild-Mod MR	Trans. Specialist	MA	Transition
University of Kansas	KS	LD	College Prof.'s in LD	Post-Doc.	Special Projects
Murray State University	KY	Mod-SVH	Sec SE/SVH		Special Ed.
University of Kentucky	KY		Sec SE/Voc Ed/Rehab.	MA	Transition
University of Southern Maine	ME		Trans. Specialist		Special Ed.
Maryland SEA	MD		Instruc. TV on Trans. process		SEA
University of Maryland	MD	Mild-SVH	Transitional Specialists	MA	Transition
University of Maryland	MD		Correctional educators	MA	Special Ed.
Assumption College	MA	Mild-SVH	Voc. Assessment Specialist	MA	Special Ed.
Simmons College	MA	SVH	Sec SE/SVH/Transition	MA/BA	Special Ed.
Michigan State University	MI	Mild	Sec SE	MA	Special Ed.
Pacer Center	MN		Parents/Volunteers in trans.		Special Projects
University of Minnesota	MN	SVH	Sec SE/SVH/Transition		Special Ed.
University of Minnesota	MN	SVH	Social workers for SVH		Related Services

Agency	State	Population	Role	Degree	Competition
Mississippi State University	MS		Voc ed., Sec SE, Career, resource teachers	MA Cert.	Related Services
U. of Nebraska-Lincoln	NE	Mild	Sec SE for transition	BA/MA	Transition
University of New Hampshire	NH		Sec Special Education	MA	Special Ed.
New Jersey SEA	NJ		Video tapes on Sec Ed. & Trans.		SEA
University of New Mexico	NM		SE teachers/job developer/job coach		Special Ed.
University of New Mexico	NM		Transition paraprofessionals	AA	Related Services
CASE Institute CUNY	NY		Sec SE in career interpers. skills	MA	Special Ed.
Teachers College	NY	Mild-Mod MR	Sec SE in transition	MA	Special Ed.
CASE Institute CUNY	NY		Parents as career educators	Cert.	Related Services
Human Resources Center	NY	LD	Sec. educators of LD		Special Projects
New York University	NY	LD	LD counselor specialist	MA	Related Services
State U. College at Buffalo	NY	Mild	Correctional personnel		Special Projects
SUNY - New Paltz	NY		Correctional SE	MA	Special Ed.
Syracuse University	NY	SVH	SE/SVH	MA	Special Ed.
North Carolina Central U.	NC		Sch. Counselors in Voc/Sec		Related Services
University of North Carolina	NC		Therapeutic Rec for transition	MA	Related Services
Bowling Green State University	OH	SVH	Supported work specialist	MA	Special Ed.
Kent State University	OH	SVH	Transition Sp. for Sec Voc Ed.	MA	Special Ed.

Agency	State	Population	Role	Degree	Competition
Kent State University	OH		SE/Voc.Ed., Voc. Ed.	BA/MA	Special Ed.
Kent State University	OH	Mild-SVH	School work coord., rehab. liaison Sp., job placement sp., SE/VE spec.	MA/Ed.S.	Transition
Oregon Health Sciences U.	OR		Paraprofes. work exper. coord.	AA	Special Projects
Teaching Research Division	OR	Mild	Sec SE, Reg. Ed.	Credit	Special Ed.
University of Oregon	OR	Mild	Sec SE for transition	Cert./MA	Special Ed.
University of Oregon	OR	SVH	School & Comm. Services	MA	Special Ed.
University of Oregon	OR		Transition leadership per.	Ph.D.	Leadership
University of Oregon	OR	SVH	Comm. Intergration specialist	MA	Related Services
Pennsylvania State University	PA		Transition Specialist	MA	Transition
University of Pittsburgh	PA	SVH	Sec SE-SVH	MA	Special Ed.
Clemson University	SC	Mild	Sec SE	MA	Special Ed.
U. of Tennessee-Chattanooga	TN	ED	Sec SE-ED		Special Ed.
Vanderbilt University	TN	ED	Sec SE-ED	MA	Special Ed.
University of Utah	UT	Mild-Mod.	Sec SE-transition	BA/MA	Special Ed.
University of Utah	UT	Mod	Sec. Transition teacher	Cert.	Rural
University of Utah	UT	Mild or SVH	Trans. Services specialist	MA/Cert.	Special Ed.
University of Vermont	VT		Sec/Voc SE teachers	Post MA	Special Ed.

Agency	State	Population	Role	Degree	Competition
University of Vermont	VT	Mild-Mod.	Sec. consulting teacher	Post MA	Special Ed.
University of Vermont	VT	MR	Employment training Specialist	MA	Transition
Virginia Commonwealth University	VA	Mild	Sec. instructional pers.	Credit	Special Projects
Virginia Commonwealth University	VA	SVH	Supported Employ. Specialist	MA	Special Ed.
Virginia Commonwealth University	VA	SVH	Comm. based Instructors	9 hrs.	Transition
University of Washington	WA		Career Development Leaders, Voc./Special Needs Leaders	Ph.D.	Leadership
University of Washington	WA		Voc/career ed. consultant Vocational Evaluators	MA	Related Services
University of Wisconsin-Madison	WI		Sec. SE/VE		Special Projects
University of Wisconsin-Stout	WI		Voc/SE teachers	MA	Special Ed.
University of Wisconsin-Stout	WI		Sec. Career Sp. Ed.		Special Ed.
University of Wisconsin-Stout	WI		Sch. psych/voc evaluators	Ed.S.	Related Services
University of Wisconsin-Whitewater	WI	Mild	Spec. Needs Transition Pers.	MA	Special Ed.

Appendix A

FY 87 and 88 Divison of Personnel Preparation Transition Competition Funded Projects

84.029

Institution: Florida State University
Department of Special Education
209 Education Building
Tallahassee, Florida

Project Director: Gideon Jones (Acting) Telephone Number: (904) 644-4880
Project Number: H029G80009
Amount: 1st year - $93,509
Funding Period: FY 88-91
Competition and Title: 84.029G - Transition
Preparation of Transition Personnel

Description:

The Department of Special Education at Florida State University is requesting support for the development of a program to prepare transition specialists for mildly and moderately handicapped students. The request includes support for faculty, a faculty position that, over the three year term of the project, will convert to a state-supported, tenure-earning line. Thus, at the termination of the project, a program will be established and staffed where one currently does not exist.

The need for this program derives from the staggering demand for teachers in Florida's exceptional student education (ESE) programs. It is estimated that, entering the 1988-89 school year, 352 positions in secondary programs for mildly and moderately handicapped students seeking special diplomas will be vacant. Of course, this population will be (or are entitled to be) enrolled in transition programs. Furthermore, because Florida certification is categorical and undifferentiated by level, teachers hired for such positions are unlikely to have had completed a comprehensive program in transition programming, since none currently exists in the state.

Our program is a 36-credit specialization within existing M.S. programs in Emotional Disturbance/Learning Disabilities (ED/LD) or Mental Retardation (MR). It is based upon a set of competencies developed initially from an extensive review of the literature and refined with the assistance of a Transition Advisory Committee (TAC). Dr. Allen Phelps of the University of Illinois led the TAC through this process in October, 1986. The curriculum requires the development of three new courses; otherwise, it comprises existing coursework from the programs in Special Education, Rehabilitation Services, and Comprehensive Vocational Education. Practicum experiences are extensive and varied. Placements are available in the Leon County Schools, public agencies, and private industry.

We have requested support for 10 students in each of the 3 years of the project and hope to attract additional students who will not receive grant support. We expect to recruit most of our students from current ED/LD and MR majors, but the program is designed to accommodate students with Rehabilitation Services, Comprehensive Vocational Education, and other majors. These latter students will be required to complete an additional core of coursework in order to receive Florida certification at the completion of their programs. We may also attract inservice teachers who return for Master's degrees. Although the enrollment of inservice teachers would not help alleviate the overall ESE teacher shortages in Florida, it would contribute to the more dramatic shortage of teachers with expertise in transition programming.

Institution: Louisiana Tech University
Behavioral Sciences
Box 10048
Ruston, Louisiana 71272

Project Director: Dr. Bruno D'Alonzo Telephone Number: (318) 257-4315
Project Number: H029G80011
Amount: 1st year - $52,732
Funding Period: FY 88-91
Competition and Title: 84.029 - Transition
Secondary Special Education Teacher/
Transition Specialist Preparation
Program

Description:

This master's degree program, Secondary Special Education Teacher/Transition Specialist, will prepare graduate students to assume leadership roles in secondary schools and transition programs. This new program at Louisiana Tech University will be an addition to a current graduate program in the generic area of Secondary Special Education. This program is designed to prepare secondary school special education teachers and transition specialists to teach students with handicaps in a variety of settings within the school. Also, this specialist will be prepared to work with parents, employers, community agencies, correctional facilities, rehabilitation facilities, supported employment service providers, and other facilities serving disabled populations. Extensive field experience, new courses, and a competency based approach will be added to the existing Secondary Education program.

The Special Education Teacher/Transition Specialist Program will train sixty (60) graduate students (20 every year) to assume leadership positions in public school and/or community based settings. Funding is sought for ten (10) graduate students who are highly qualified and to meet the critical shortage needs of trained teachers and leaders in the State of Louisiana. Graduate students in this program will take academic coursework in secondary special education and related disciplines. Students will also be required to participate in related field experiences in secondary schools and in the community through two intership experiences. All courses and experiences will be competency based. Graduates of this program are expected to benefit several groups. First, high school students, because of better preparation; school districts, because of qualifications and certification; parents, because of training to work effectively with them and their children; community agencies and employers, because of the ability of the graduate to network and interface with them.

Institution: University of New Orleans
Department of Special Education
and Habilitative Services
Lakefront
New Orleans, Louisiana 70148

Project Director: Dr. William R. Sharpton Telephone Number: (504) 286-6609
Project Number: H029G80029
Amount: 1st year - $74,779
Funding Period: FY 88-91
Competition and Title: 84.029G - Transition
Graduate Program in Transition and
Supported Employment

Description:

The purpose of this project is to reduce the extent of need in Louisiana for personnel trained in the implementation of transition and supported employment services and to stimulate development of new programs which provide these services in integrated settings. The project will enroll 15 students annually and provide financial support to 10 -- 2 on a full time basis. Once the program is operational, it is anticipated that 5 students will graduate annually. The attainment of this goal will be accomplished through the following objectives:

1. Develop coursework related to the needs of professionals providing transition and supported employment services.

2. Design field-based experiences and practicum experience which ensure that identified program competencies are demonstrated in natural settings.

3. Recruit students for graduate program in transition and supported employment practices.

4. Offer financial support to 3 full-time and 6 part-time trainees on an annual basis.

5. Offer graduate coursework related to transition and supported employment practices.

6. Institute a plan of community input to ensure that program practices and targeted competencies are socially valid.

7. Plan and hold a summer institute related to transition and supported employment programming.

8. Disseminate national, state, and regional information related to transition and supported employment practices via quarterly newsletter.

H029G80029 - continued

9. Assist state and local planning activities to promote transition and supported employment practices.

10. Provide technical assistance to area service providers and public schools via the participation of practicum students and supervising faculty in transition and supported employment activities.

11. Develop and disseminate program content, competencies, instructional procedures, and field-based experiences in manual form for use by other institutions for training purposes.

12. Design and implement a system of program evaluation to determine the effectiveness of the University of New Orleans personnel preparation program in transition and supported employment services.

Institution: University of Minnesota
Department of Educational Psychology - U.A.P.
and Department of Vocational-Technical Education
Room 6, Pattee Hall
Minneapolis, Minnesota 55455

Project Director: Dr. Richard Weatherman Telephone Number: (612) 624-3521
Project Number: H029G80006
Amount: 1st year - $78,909
Funding Period: FY 88-91
Competition and Title: 84.029G - Transition
Secondary Transition Specialist Training
Project

Description:

At the present time, large numbers of handicapped youth receiving the benefits of P.L. 94-142 are about to graduate, which is of increasing concern to parents and service personnel. The need for training special e3ducation personnel to effectively assist these students in preparing for and entering future adult roles following school is well substantiated. Recent post school follow-up studies have documented that handicapped students are leaving their academic environment ill-prepared for the work force and adult life. This has resulted in high levels of unemployment and continued segregation from the mainstream of community living. This situation is exacerbated by the fact that special education personnel responsible for these individuals lack the skills essential to provide effective transitional programming.

The University of Minnesota's Department of Educational Psychology and the Department of Vocational and Technical Education seek to develop relevant curriculum models and practicum experiences that will provide training related to effective transitional methods and processes for training future vocational special needs and special education personnel to educate mildly to moderately handicapped students. Many effective transition programs suffer from their staff members' lack of knowledge about new training technologies (e.g., community-based approaches, vocational and independent living curriculum); the nature of support service agencies (e.g., legislative initiatives, funding cycles, services, and eligibility criteria) that are essential to successful post school functioning; and have limited and inadequate training to effectively manage transitional planning groups comprised of parents, other educators, and agencies providing diverse adult services.

This project will: (a) seek to formalize joint degree and licensure granting programs involving both the Department of Educational Psychology/Special Education and Vocational Education, (b) produce, update, and/or upgrade courses and related training modules which can be incorporated within existing vocational special needs education and special education preservice and inservice programs, (c) develop unique practicum experiences that enhance trainee education processes related to transitional programming, and (d) share these training materials with

Minnesota's Transition Office in the State Education Agency, and other institutions of higher education. A team of University faculty and staff will be involved in the design, development, and evaluation of these activities. Five part-time masters degree level trainees will receive stipends for assisting in the development of transition-related training materials, courses, and processes, as well as in other activities and transition-related projects presently under development within both departments.

Institution: CASE/Institute for Research and Development in
Occupational Education
Graduate School & University Center
33 West 42nd Street - Room 602N
New York, New York 10036

Project Director: Dr. Bert Flugman Telephone Number: (212) 221-3532
Project Number: H02980027
Amount: 1st year - $84,407
Funding Period: FY 88-91
Competition and Title: 84.029G - Transition
Training Transition Linkage Coordinators
for Urban High Schools

Description:

This preservice project, to train special educators as Transition Linkage Coordinators (TLCs), responds to the post-secondary training and/or employment needs of high school students with handicapping conditions. The project focuses on redressing a current lack in the transition process -- the paucity of trained personnel with competencies to link secondary students and their families with agencies and services once the student leaves high school. This project will enable the school to intervene early and effectively while the students are still in school by having a Transition Linkage Coordinator (TLC), who not only provides referral services, but also brings post-secondary resources and services into the school early enough to affect students' expectations and performance.

During each of three project periods, 35 special educators, from 35 academic/comprehensive and vocational high schools, will be trained in a five credit graduate level sequence that focuses on the transition process. Thus, our goal for this project is to train a Transition Linkage Coordinator for the more than 100 high schools in New York City. The project, which will train personnel for a new role in their school as Transition Linkage Coordinator, consists of field-based training seminars and a practicum conducted at a centrally located facility in the community. During the fall term, the project will train participants in competencies needed to carry out linkage activities. By the end of the fall semester, trainees will have developed a full-scale linkage activity plan that they will be implementing in the spring practicum.

Implicit in the program design is the attention devoted to linking post-secondary service providers and the business community with the school in an overlapping manner. Thus, students and their parents, from the onset of their high school experience, will become aware and/or involved with an array of community resources, e.g., Office of Vocational Rehabilitation, community colleges (regular and special programs), business councils, proprietary trade and technical schools. This linkage between schools and outside resources will ensure that there is sufficient time for making post-secondary plans.

In addition to the training component, the project will develop, by the end of the third year, a handbook that may serve as a guide for personnel assigned as Transition Linkage Coordinators.

Institution: Temple University
Developmental Disabilities Center
Ritter Hall Annex - 9th Floor
13th and Cecil B. Moore Avenues
Philadelphia, Pennsylvania 19122

Project Director: Dr. R. Timm Vogelsberg Telephone Number: (215) 787-6567
Project Number: H029G80013
Amount: 1st year - $81,155
Funding Period: FY 88-91
Competition and Title: 84.029 - Transition
Transition Preparation Program

Description:

The present request is for student and supervisor support in the preservice preparation of personnel to work with students who are in transition from school to work and adult life. The proposal builds on existing Temple University local and state efforts aimed at the preparation of community service personnel to work with adults with disabilities.

The goal of the program is to prepare 60 certified and/or master's degree-level professionals who have the knowledge and skills to deliver best practice secondary and post-secondary transition services that will result in positive outcomes for students-in-transition. The program is organized around a set of student tasks and competencies grounded in secondary and post-secondary service systems, across a range of service environments and supports. Preparation of intensely field-based, focusing and reinforcing those responses and skills students will need to perform in actual community environments. The program emphasizes best practices and contemporary transition service technology and strategies. Preparation is also offered in an intense, but focused research and service academic environment where model program development, implementation, evaluation and dissemination occurs.

Institution: University of Arkansas at Little Rock
Teacher Education
2801 South University
Little Rock, Arkansas 72204

Project Director: William Woolcock Telephone Number: (501) 569-3335
Project Number: 029TH70031
Amount: 1st year - $82,612
Funding Period: FY 87-90
Competition and Title: 84.029T - Transition
Transition/Supported Employment Interdisciplinary M.A. Program in Teaching the Severely/Profoundly Handicapped

Description:

The proposed Transition/Supported Employment Specialist Program at the University of Arkansas at Little Rock will provide an interdisciplinary master's degree program with an emphasis in teaching the severely/profoundly handicapped. Master's students will receive the planning and instructional competencies necessary to provide adolescents and adults with severe disabilities with successful transitions from school or adult center programs to community-based work settings. Primary coursework will be provided in the Teaching the Severely/Profoundly Handicapped Program in Special Education at UALR, with emphasis in: (a) applied behavior analysis; (b) individualized transition planning; (c) supported work and supported employment methods; and (d) community-based instruction in domestic, recreational, and general community living curriculum areas. In combination with Special Education coursework, students will participate in three practicums working with a local integrated community-based high school program, local adult vocational and residential agencies, and as a liasion transition specialist in the transition from school to work and adult agency support. Interdisciplinary coursework will provide a basic background in: (a) vocational evaluation; (b) traditional rehabilitation programs and agencies; and (c) an introduction to the principles of personnel management. Upon completion of the TSES Program, graduates will receive a Master's in Education degree with a specialization in the education of the severely/profoundly handicapped and those graduates previously certified in special education or vocational education will qualify for an endorsement as a Vocational Instructor-Special Needs, a status necessary to provide vocational instruction to handicapped high school students in Arkansas.

Institution: California State University - Long Beach
Center for Career Studies
1250 Bellflower
Long Beach, California 90840

Project Director: Dr. Leonard Albright Telephone Number: (213) 498-5633
Project Number: 029TH70002
Amount: 1st year - $104,434
Funding Period: FY 87-90
Competition and Title: 84.029T - Transition
Interdisciplinary Transition Services Training Program for Special and Vocational Education Personnel

Description:

The goal of this project is to prepare public school special and vocational educators and adult services personnel in providing transitional services to handicapped youth and adults. The project is in response to the critical need in California for personnel with specialized expertise in conducting comprehensive vocational training and employment services for handicapped individuals.

The transitional services training program consists of an interdisciplinary sequence of coursework and practica in community-based settings. In Phase I of the program, trainees complete a team-taught course on transitional programming for handicapped youth and adults. In Phase II, trainees complete a series of four courses which are individually determined through a program planning process with project personnel. During Phase III, trainees complete a practicum experience with handicapped students in training and employment settings. A focal point of the practicum is the use of collaborative processes in responding to the transitional service needs of handicapped individuals.

During the first year of operation, 20 individuals from three training groups will complete the program. Over a three year period, a total of 60 personnel from the targeted training groups will complete the transitional services program. Also built into the project design is a plan for achieving University graduate certificate program status for this training program.

Institution: San Diego State University
College of Education
San Diego, California 92182

Project Director: Dr. Ian Pumpian and Dr. Patty Patton
Telephone Number: (619) 229-2462 or 265-6665
Grant Number: G0087
Amount: 1st Year - $104,715
Funding Period: FY 87-90

Competition and Title: 84.029T - Transition
A Proposed Certificate of Competence Program:
Supported Employment and Transition Specialist

Description:

The major objectives of this personnel preparation project are: (1) to offer a Certificate of Competence Program in Supported Employment and Transition for students who desire certification of this area of expertise in addition to currently hold teaching credentials and/or Master's Degrees; (2) to offer a concentrated area of study in supported employment and transition for graduate students completing Master's Degrees in Special Education or related disciplines (vocational rehabilitation, school counseling and psychology, communicative disorders, etc.); (3) to initiate the development of an undergraduate certificate program in supported employment and transition for paraprofessionals; (4) to develop, produce, and disseminate model instructional materials and/or packages in supported employment and transition; and (5) to evaluate the outcome of project activities at the end of each project year. The project coursework activities places major emphasis upon training professionals from several disciplines including special education, regular education, vocational rehabilitation, school psychology, industrial studies, post-secondary education, and others. Project students will be enrolled in courses together and will be teamed together in community-based fieldwork experiences, resulting in daily/weekly opportunities to learn and function as a multidisciplinary team in a variety of supported employment settings.

Institution: University of Hawaii
Department of Special Education
2444 Dole Street
Honolulu, Hawaii 96822

Project Director: Robert A. Stodden Telephone Number: (808) 948-7956
Project Number: 029TH70023
Amount: 1st year - $108,323
Funding Period: FY 87-90
Competition and Title: 84.029T - Transition
Employment Training Specialist

Description:

The Employment Training Specialist Personnel Preparation Program addresses documented needs toward preparing qualified professionals to provide direct service and resource service, which will enable moderately and severely handicapped youth to make the transition from secondary school to adult community-based work and living environments. National, statewide and Pacific Basin needs assessment data indicate a lack of preservice preparation appropriate to teachers and adult service providers who are responsible to assist handicapped persons to prepare for, and participate in adult work roles in the community.

The major goal of this project is to prepare 74 personnel in Hawaii and the Pacific Basin to serve in the role of Employment Training Specialist, with role emphasis chosen in either direct service or resource service. Students for the program will be drawn from intermediate and secondary teachers of special education and vocational education, community college vocational instructors, and rehabilitation service providers. Personnel preparation will involve a 33 semester-credit hour training sequence for masters degree students and for post masters students desiring to work toward an indepth specialization in transition. The program provides an interdisciplinary approach to skills development, and places heavy emphasis upon behavioral technology utilizing community-referenced curriculum strategies. Extensive use of appropriate field experiences, practica, and internship activities complement the theoretical knowledge base provided in class.

Alternative pre-service delivery models will be offered for non-degree personnel and for personnel throughout the Pacific Basin. Non-degree personnel will be provided training through the University of Hawaii College of Continuing Education, while Pacific Basin personnel will be provided training modules through the University of Hawaii Special Education Department and the State Department of Education Project Ho'okoho.

The proposed Employment Training Specialist Program will build a personnel service base addressing the twin priority areas of transition and supported employment. The Department of Special Education, University of Hawaii, will coordinate this program and work cooperatively with programs in vocational education, rehabilitation, social work, psychology, and sociology.

Institution: Southern Illinois University
Carbondale, Illinois 62901

Project Director: Paul Bates Telephone Number: (618) 453-2311
Project Number: 029TH70054
Amount: 1st year - $115,209
Funding Period: FY 87-90
Competition and Title: 84.029T - Transition
Interdisciplinary Training Program for
Transition Specialists

Description:

This project will result in the advanced professional preparation of 18 Masters degree transition specialists. The trainees selected for this preparatin program will come from special education, vocational education, and rehabilitation. In the first 18 months (Phase I), three students from special education, three students from vocational education, and three students from rehabilitation will participate in an interdisciplinary core of coursework and related competency-based practicum/internship experiences in the specialty area of transition services. The practicum and internship experiences will include students with mild and moderate/severe handicaps; and involve secondary and post-secondary service settings such as public schools, private employment, rehabilitation agencies, etc. In all practicum and internship placements, professional supervision will be provided weekly with videotape feedback on a monthly basis.

The Masters trainees in this program will complete a Masters Degree in the discipline from which they were recruited (special education, vocational education, and rehabilitation). However, these trainees will take course work in all three disciplines, complete three semesters of interdisciplinary readings, participate as members of an interdisciplinary transition team in their practicum and internship settings, and attend a four week summer institute consisting of concentrated course on topics related to transition service development. Finally, the Masters trainees will complete an empirical thesis or research paper involving variables that effect transition from school to work and community living.

At the completion of Phase I nine other Masters trainees will be supported through an identical sequence of coursework, practicum, and internships (Phase II). In addition to the 18 trainees who will be directly supported through this project, three summer institutes, consisting of four, one week concentrated courses on transition-related topics will be delivered. All Masters trainees will enroll in these courses for credit and assist in the delivery of the course material. Enrollment in these summer courses will be limited to 30 students per course and recruitment will target other non-grant supported preservice trainees from special education, vocational education, and rehabilitation, as well as practicing professionals in these disciplines. Assuming maximum enrollment in the four week summer institutes and non-duplication of trainee participation, as many as 300 individuals may benefit from these offerings.

Although recruitment efforts will give priority to already teacher certified persons, it is anticipated that some trainees from rehabilitation or other areas will be selected. For those individuals, teacher certification through special education will be possible in conjunction with the students' Masters program and transition core. The Department of Special Education at Southern Illinois University has entitlement certification programs in Trainable Mentally Handicapped (TMH), Educable Mentally Handicapped (EMH), Behavior Disorders, (BD), and Learning Disabilities (LD).

Institution: The University of Kansas
Department of Special Education
3150 Haworth Hall
Lawrence, Kansas 66045

Project Director: Dr. Earle Knowlton Telephone Number: (913) 864-4954
Grant Number: G0087
Amount: 1st Year - $94,754
Funding Period: FY 87-90

Competition and Title: 84.029T - Transition
Kansas Preservice Preparation of Transition Specialists

Description:

This proposal addresses the need in Kansas for ongoing, regional training programs preparing special educators for a new certification role: the Transition Specialist. Currently, Kansas is responding to the transition needs of handicapped youth on a number of fronts including collaboration among LEAs, SEA, and Vocational Rehabilitation (VR) in response to the newly enacted House Bill 2300. While these services address post-secondary needs, Kansas continues to need a specialized secondary education role that would prepare mildly and moderately mentally handicapped students for post-secondary independent living, social networking, and employment (Halpern, 1985). Further, this need is pervasive across the state (Kansas Leadership Conference on Transition, 1985). Yet, the state's geographic regions are quite heterogeneous in population density and resource proximity. Thus, the training of transition specialists should be conducted in the context of local and regional ownership, and should be perpetual if Will's (1984) national ideal is to be realized.

To address these needs through a statewide effort, the following project goals are proposed:

(1) To train 11 high school special educators statewide as Transition Specialists (TSPs) for mildly and moderately mentally handicapped youth.

(2) To establish an ongoing statewide resource network of regional Transition Specialist training programs at the Kansas Regents IHEs that would provide an additional 30 TSPs across Kansas.

(3) To promote interagency collaboration among the KSDE, VR, LEAs, and IHEs at the state and regional levels that would assist in transition service provision and perpetuate ongoing preservice TSP training.

To accomplish these goals, it is proposed that the University of Kansas (KU) provide preservice, graduate-level training for a total of 11 of the 41 new personnel. Five of these 11 would be nominated by local special education directors in five regions of the state and trained at KU during Year 1.

These five individuals would return to their districts to participate on high school transition service teams and complete their Master's theses during Year II. The other 6 persons trained at KU would perform similar roles and duties in the KU region during Years II and III of the project. The 30 remaining personnel would be trained by each of the other five Kansas Regents IHEs during Years II and III.

Anticipated benefits of the proposed project include the creation and ongoing training of a new secondary personnel role that can complement in a cost-beneficial manner, the post secondary service efforts on the part of VR. As well, local and regional idiosyncracies would be accounted for since the training programs in each Regents IHE would be in a local/regional context, yet these training programs would have access in a statewide, interagency transition resource network.

Finally, it is anticipated that the ultimate benefit would be in statewide institutionalization of regionally-responsibe preservice training programs enabling high schools to provide the transition programs necessary for the optimal usefulness of post-secondary services on the part of mentally handicapped youth.

Institution: University of Kentucky
Department of Special Education
229 Taylor Education Building
Lexington, Kentucky 40506

Project Director: William H. Berdine & Mary Jane Rutherson
Telephone Number: (606) 257-8592
Grant Number: G0087
Amount: 1st Year - $82,520
Funding Period: FY 87-90

Competition and Title: 84.029T - Transition
Interdisciplinary Secondary Special Education
Transition Personnel Preparation Program

Description:

This proposal is for a program assistance grant to support the development of an interdisciplinary secondary special education personnel preparation program. The program will prepare personnel to service handicapped youth who will be making the transition from school to community-based services. It will involve faculty and students in the Department of Special Education, Vocational Education, Rehabilitation Counseling Program, and the Human Development Institute at the University of Kentucky.

Graduates of the program will assume a variety of different roles. Special Education graduates will teach handicapped students at the secondary level. Vocational Education graduates will teach students with special needs who are enrolled in regular vocational education programs. Rehabilitation Counseling graduates will work with handicapped adolescents who will be making the transition from school to the world of work. Graduates may also work in community-based agencies that provide and coordinate interdisciplinary support services to handicapped adults and to those who are making the transition from school to community.

The program of studies will consist of a core of courses that can be incorporated into existing graduate degree or advanced certification programs. New courses, practica, and seminars will be developed to complement existing courses that are currently available from the four Departments that will be collaborating on the project. Existing courses will also be re-designed, based upon needs assessments and competency identification studies that will be performed in conjunction with the project.

Funds are being requested to provide support for students who will enroll in the program. Such support will be in the form of Graduate Assistantships and tuition. It is anticipated that six full-time and 12 part-time students will be enrolled in the program for each of the next three years.

The program of studies described in this proposal will be the result of a highly systematic curriculum development effort encompassing the following steps: (1) Development of a mission; (2) Identification of the roles and functions to be performed by graduates; (3) Specification of competencies associated with each; (4) Development of instructional objectives and evaluation criteria; (5) Selection of instructional content; (6) Design of a structure for the instructional delivery system; (7) Implementation of the instruction program; (8) Management of the program; and (9) Implementation of a formative and summative evaluation plan.

Institution: University of Maryland
Department of Special Education
College of Education
College Park, Maryland 20742

405-6489
Project Director: Dr. Debra Neubert Telephone Number: (301) ~~454-2118~~ 6515
Grant Number: G008
Project Number: 029TH70046
Amount: 1st Year - $105,814
Funding Period: FY 87-90

Competition and Title: 84.029T - Transition, Personnel Preparation Project to Train Professional Transition Agents

Description:

The proposed project addresses the need for training certified and highly qualified secondary special education teachers who can provide a range of transition related instruction and services to students with mild, moderate and severe disabilities. The proposal was prepared by the Department of Special Education at the University of Maryland and is designed to develop, implement, and evaluate a master's training program to prepare transition specialists. The proposed program is a two-year (four semester, 36 credit hour) program which will allow the trainee to graduate with a Master's of Arts degree and special education certification endorsement in the State of Maryland in the career/vocational or severely handicapped speciality area with an emphasis in transition. The proposed program includes interdisciplinary graduate level coursework and extensive field experiences. The monies requested will be used to provide assistantships to promising professionals enrolled in the program and to support staff who will supervise practica, develop materials, teach coursework, and evaluate the program.

The goals of the program are to prepare personnel who: (a) can establish and maintain individual transitional plans for individuals with disabilities at the secondary and post-secondary levels; (b) are competent in developing, conducting and interpreting the results of functional assessment techniques related to transition programming; (c) can locate, develop, and monitor job placement and vocational training sites for individuals with disabilities; (d) can apply the principles of behavior theory, instructional methods, generalization, and maintenance techniques and data based procedures; (e) are competent in developing social skill training programs related to job skills; (f) are competent in designing instruction related to independent living skills; (g) are competent in working with parents of disabled individuals; (h) are competent in developing cooperative relationships with employers, school, and community-based personnel; (i) are capable of critically evaluating and applying the experimental literature on transition practices and models; (j) are capable of experimentally evaluating the effectiveness of their instructional methodologies; and (k) are effective advocates for establishing appropriate vocational and employment placements/services for individuals with a range of disabilities at the secondary and post-secondary level.

Institution: University of Nebraska-Lincoln
Department of Special Education and Communication Disorders
318 Barkley Center
Lincoln, Nebraska 68583-0738

Project Director: Stanley F. Vasa Telephone Number: (402) 472-5494
Project Number: 029TH70039
Amount: 1st year - $102,384
Funding Period: FY 87-90
Competition and Title: 84.029T - Transition
Parents in Partnership - Preparing Special Education Personnel to Involve Parents and Community Agencies in the Transition Process

Description:

Each year approximately 250,000 to 300,000 disabled students leave the special education classroom. The prospect of securing and maintaining a job in the competitive work force is poor. Mrs. Will, Assistant Secretary, Office of Special Education and Rehabilitative Services, states that while qualification for employment is an implied promise of American education, 50-80 percent of working age adults who report a disability are jobless (1982 Census). In Nebraska, approximately 2500 students leave special education programs yearly and face similar poor prospects for employment.

Special education teaching personnel are being utilized increasingly as a means of extending special education services to handicapped students outside of the traditional classroom setting. A critical factor in insuring the quality of services being provided is appropriate preparation of special education teachers and administrators who are responsible for working in these extended environments, specifically with parents. Teachers are typically unprepared to work jointly with parents and other agency personnel in planning instruction and activities to enhance the mildly/moderately handicapped student's adjustment to post-school settings. Areas of critical need include: special education policies, ethical practices, rights of parents, consultation strategies with parents, interagency cooperation within the community, legal regulations governing community agency services, basic parent training strategies, and program delivery considerations. Continued lack of information and teacher competence jeopardizes the rights of handicapped students to an appropriate education. This project is designed to increase awareness of this need and increase the quality of training for special education teachers and related personnel through the development, evaluation and dissemination of training materials for use in both teacher preparation programs. The ultimate benefit of this project will be to enhance the employability and community adjustment of individuals with mild/moderate handicaps. These benefits will be achieved through a better personnel preparation program which supports a partnership among parents, professional educators and community agencies.

This proposal also addresses the lack of support for the transition of mildly/moderately handicapped adolescents to post school settings by providing assistance to parents, assistance to schools in working with parents in transition planning, and by modifying existing training procedures for preparation of special education and related service personnel. In order to derive maximum

University of Nebraska - 029TH70039 (continued)

benefit from the development of training programs and materials, project activities also include the preparation and dissemination of model instructional materials. These materials are targeted for use in teacher preparation programs and staff development activities. Materials to be developed include instructional modules to be utilized in teacher preparation, directories of services and agencies, and materials for use by secondary teachers in working with parents.

Three major objectives have been identified for the project:

Objective 1: To provide preservice training to secondary special education teachers and related personnel which is designed to improve the skills necessary to involve parents and schools in the transition of handicapped students.

Objective 2: To assess and revise the teacher preparation curriculum to accommodate the needs for training in competencies related to the transition process and the extended roles of special education personnel.

Objective 3: To develop, evaluate and disseminate model curriculum designed to prepare teachers to work effectively with parents and outside agencies in the transition process.

Institution: Kent State University
310 Whitehall
Kent, Ohio 44242

Project Director: Jacques H. Robinson Telephone Number: (216) 672-2662
Grant Number: G008
Project Number: 029TH70041
Amount: 1st Year - $71,785
Funding Period: FY 87-90

Competition and Title: 84.029T - Transition, Interdisciplinary Graduate Preservice Training of Special Education Transition Coordinator Personnel

Description:

The purpose of the proposed effort is to offer graduate level (masters and specialists) interdisciplinary (Special Education, Vocational Rehabilitation and Vocational Education) competency based, preservice education directed at enhancing the transition skills of a cadre of teachers who will be prepared to fulfill a number of key positions related to preparing mildly and moderately handicapped youth and adults for the world of work. This includes:

1. School-work coordinators

2. Mainstreaming coordinators.

   The above two positions are funded by the Division of Special Education (SPED), Ohio State Department of Education. While there are very soft selection criteria for such coordinators, there are no preservice training requirements or programs for such positions in the State of Ohio. (Nor, in fact are there systematic inservice efforts to insure or enhance competence).

3. High incidence supported work specialists who can implement the transition and supported work models developed for relatively severely disabled individuals for moderately and mildly retarded, learning disabled and/or mildly behavior disabled youth in order t preclude the underemployment of high incidence youth.

4. Cross-trained (SPED/VOED) occupational specialists who have extensive occupational training and experience and who would also become certified in one or more areas of SPED. These personnel could either function in mainstream or segregated special needs labs or run occupation specific cooperative programs (school-work) across a wide range of disabilities (in terms of both type and severity), as well as support other programs by doing occupation specific job development, job redesign, and task analysis procedures that would entail extensive relevant prior job experience.

5. Rehabilitation liaison and job placement specialists who would serve severely, moderately and mildly disabled youth and adults by facilitating contact with business and industry, rehabilitation and other community agencies as well as do job development and placement work.

This program will provide for the preparation of four full-time (12-16 hours/semester/3 semester) and twelve part-time students (6 hours/semester/3 semesters). Thus, over the life of a three year grant, it can be anticipated that there will be twelve full-time and 12 to 18 part-time students who will have completed a 30 to 32 hour program (all coming off the line at different points). This cadre of 24 to 30 specialists will be uniquely qualified, by virtue of their focused interdisciplinary training, to confront the problems associated with systems binds in preparing disabled youth for the world of work.

This program can also serve as a model for other programs needed nationwide to provide for differentiated training and staffing of transition programs using the ICDP concept.

Kent State University is uniquely positioned to offer specialized, graduate level, interdisciplinary transition preservice training directed at the role functions and target populations defined above. This is a preservice program even though the personnel to be trained will already have training, and, in almost all cases, considerable experience in SPED, VOED and/or VO REHAB Counseling.

Institution: Pennsylvania State University
Division of Special Education and Communication Disorders
114 Kern Building
University Park, Pennsylvania 16802

Project Director: James Tawney Telephone Number: (814) 863-3117
Project Number: 029TH70009
Amount: 1st year - $95,811
Funding Period: FY 87-90
Competition and Title: 84.029T - Transition
Preparation of Transition Specialists for Promoting the Adjustment of Handicapped Youth to Work and Adult Settings

Description:

The major objective of this project is to prepare a cadre of transition specialists who possess a broad base of skills necessary for effecting the transition of handicapped youths from school to work and adult settings. Over the 3 years proposed for funding, the project is expected to recruit and train 12 transition specialists, beginning with 6 in

Appendix B

FY 88 Division of Personnel Preparation
Projects Related to Transition Personnel Preparation
Funded Under Other DPP Competetions

Institution: Virginia Tech University
Research Division
Burruss Hall
Blacksburg, Virginia 24061

Project Director: Susan B. Asselin
Telephone Number: (703) 961-5812
Project Number : H029B80112
Project Period : 6/1/88-91
Amount Per Year : $77,997

Competition and Title: 84.029B - Special Educators
Preservice Preparation of Special
Education and Resource Personnel In
A Vocational Special Needs Masters
Program

Description:

The activities of this program are to be conducted largely at the Northern Virginia Campus of Virginia Polytechnic University, outside of Washington, D.C. Vocational special needs teacher education is committed to providing special education and vocational resource personnel with the skills necessary to facilitate the success of mildly and moderately handicapped students in career vocational and transition programs. The dismal statistics on dropout rates of 30% of special education students, limited employment opportunities at wages above minimum wage, lack of functional academic and vocational emphasis in secondary special education and shortages in career vocationally trained special educators demonstrate a need for major reform in special teacher education.

This project addresses these needs as it proposes to develop, deliver, and evaluate a masters degree program in vocational special needs education. This program will prepare special education and vocational resource personnel to assist vocational educators and adult service agency personnel as mild and moderately handicapped students achieve adjustment.

More specifically, the objectives of the project include:

I. Develop a competency based program of studies for special education teachers leading to a masters degree in vocational education/special needs.

II. Implement the program of studies for special education teacher and resource personnel over a three year period.

H029B60112 - continued

III. Evaluate the impact and overall effectiveness of the masters degree program on the success of mildly and moderately handicapped students and professional development of graduate students.

Vocational resource personnel include but are not limited to special education teachers, career vocational counselors, and individuals from adult service agencies that serve disabled populations. The project will identify a full range of competencies and deliver course work and field based internships. Resource personnel will be prepared for an expanded role including direct and indirect service to vocational teachers, assisting in vocational assessment and referral, work adjustment and job placement, coordination with adult service agencies, transition skills and independent living skills.

Institution: University of Wisconsin-Milwaukee
Department of Exceptional Education
P. O. Box 413
Milwaukee, Wisconsin 53211

Project Director: Dr. Paul Haubrich and Richard Fox
Telephone Number: (414) 229-6565
Project Number : H029B80227
Project Period : 6/1/88-91
Amount Per Year : $47,781

Competition and Title: 84.029B - Special Educators
Training for Teachers of Emotionally
Disturbed

Description:

The Outreach Training Program for Teachers of Emotionally Disturbed Children is designed to provide training to 15 secondary and 15 elementary teachers needing certification in the area of Emotional Disturbance (ED). The project will work with area school districts in identifying newly hired teachers who are on emergency licenses (not certified in ED) in the area of emotional disturbance. During the 1986-87 school year, about one in three ED teachers in the State of Wisconsin were on emergency licenses.

The project will utilize the following system delivery guidelines to reach out to these individuals:

1. Classes will be held off-campus to reduce driving time and increase access to classes.

2. Classes will be held on Friday evenings and Saturday mornings every other weekend.

3. The project will provide in-class consultation to beginning teachers who do not have ED certification.

4. Students will attend an intensive summer program on-campus at the University of Wisconsin-Milwaukee.

5. The summer experience will provide a student teaching practicum to give students an intensive experience with a certified professional.

The project will underwrite the cost of instruction and provide summer stipends to facilitate students participating in and completing the program within a 2 year time frame.

Institution: University of Illinois-Chicago
Box 4348
Chicago, Illinois 60680

Project Director: Tanis Bryan
Telephone Number: (312) 996-4948
Project Number : H029B80263
Project Period : 6/1/88-91
Amount Per Year : $79,583

Competition and Title: 84.029B - Special Educators Secondary/Post-Secondary Preparation Program

Description:

The purpose of the proposed M.Ed. in Special Education program is towfold. First, the program is designed to prepare special educators to work directly with mildly handicapped adolescents and young adults, and to assist these groups in their transition from school to employment and community living. Second, the program is designed to prepare those special educators to function as change agents in the local school system. The latter goal will be accomplished by providing instruction regarding effective models of consultation and staff development.

This program meets national priorities by its focus on mildly handicapped older students. In addition, the program meets national needs to improve the quality of personnel preparation by increasing the amount and types of field work. Special educators are provided field work and internships in inner city and suburban settings, working with handicapped youth from diverse sociocultural, racial, and ethnic backgrounds. Through the internship experiences the training will bridge the gap between university training and classroom or clinic job requirements and reality.

Unique features of this program include the following:

1. It has built into it extensive field work experiences at every phase of the program.
2. It prepares students t meet local and state needs for highly qualified personnel to work with handicapped adolescents and young adults, particularly those students in urban settings.
3. It develops graduates with the expertise to assess, develop, implement and evaluate the educational, social, and vocational needs of mildly handicapped youth.

4. It prepares special educators who have the abilities and skills necessary to function effectively as change agents in the school system. This is accomplished through direct consultation with education personnel and through the provision of staff development projects. Students learn these skills at the university and then practice them at school sites. University personnel provide coaching and support.

5. It off-sets to some extent the critical shortage of special educators in the Chicago metropolitan area, particularly in Chicago public schools.

Institution: Rhode Island College
Department of Special Education
600 Mt. Pleasant Avenue
Providence, Rhode Island 02908

Project Director: Dr. A. Antony Antosh
Telephone Number: (401) 456-8024
Project Number : H029B80023
Project Period : 6/1/88-91
Amount Per Year : $84,830

Competition and Title: 84.029B - Specical Educators
Preparation of Teachers for Severe
and Profound Handicaps

Description:

Census data from several sources indicates that the population of persons with severe or profound handicaps in Rhode Island schools has grown since 1978 and will continue to grow. Survey data indicates that Special Education administrators in LEAs continue to experience great difficulty in finding and hiring competent teachers for this population. Other census data indicates that persons with severe handicaps are reaching the age of 21 and leaving school with few meaningful post school options available to them. Census data also indicates that Rhode Island relies very heavily on the segregated non-public school model.

As the only college in Rhode Island that prepares professional personnel for this population, Rhode Island College proposes to prepare 16 teachers during the period from 1988-1991 to serve this population. Two teachers each year will be selected to experience an intensive one year curriculum. Ten teachers will be selected to experience a three year curriculum. These teachers will become the basis for developing increased numbers of public school classes. Project staff will prepare teachers specifically for LEAs willing to commit to developing public school classes for this population and will provide ongoing support and training.

10 additional professionals currently employed as secondary levels teachers of this population or in leadership positions in agencies serving adults will be prepared to assist persons with severe handicaps.

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Institution: Indiana University
P. O. Box 1814
Bloomington, Indiana 47402

Project Director: James McLeskey and Barbara Wilcox
Telephone Number: (812) 335-9762 and (812) 335-6508
Project Number : H029B80142
Project Period : 6/1/88-91
Amount Per Year : $81,296

Competition and Title: 84.029B - Special Educators
Training Effective Teachers of
Students with Severe Disabilities

Description:

Teaching Best Practices: Training Effective Teachers of Students with Severe Disabilities is a request for student and supervisor support in the preservice training of professionals to teach students with severe handicaps. The Teaching Best Practices proposal builds on a newly developed program on the Indiana University campus in Indianapolis. The program prepares certified personnel at both baccalaureate and post-baccalaureate levels, and also supports master's students who are either already certified or wish no certification.

The goal of the program is to prepare 15 professionals each year who have the knowledge and skills to affect educational, behavioral, and lifestyle change for individuals with severe handicaps. The program is organized to require students to demonstrate competence in tasks that actually reflect the role requirements of the job. Training is heavily field-based, emphasizing the performance of desired skills and activities in the environment where those activities would naturally be performed.

The structure of the program allows for individualization both in the time required to demonstrate proficiency in designated role components and in further specialization in the general severely handicapped area. The program takes the responsibility to expose students to current best practice technology and contemporary service strategy. Training occurs in a rich urban service environment, and prepares teachers and others to incorporate research findings and procedures developed in model programs into daily practice in on-going service environments.

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H029B80142 - continued

The program supports the OSERS transition initiative (Will, 1984a) by offering practica in settings that provide exemplary community-based training and "transition" services. The program is equally supportive of the LRE initiative (Will, 1984b): all school practica occur in integrated and age-appropriate public school classrooms. As a consequence, students have the opportunity to learn the actual skills necessary to foster integration and build a social network for students with severe handicaps.

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Institution: Florida State University
Department of Special Education
209 Education
Tallahassee, Florida 32306

Project Director: David L. Westling
Telephone Number: (904) 644-4880
Project Number : H029B80198
Project Period : 9/1/88-91
Amount Per Year : $78,840

Competition and Title: 84.029B - Special Educators
Preservice Training of Teachers in
Severe/Profound Handicaps

Description:

The Florida State University Department of Special Education is requesting funding to support preservice training in the area of severely/profoundly handicapped. The project will support seven full-time masters degree seeking students who have had no previous training in the area and an additional eight students during the summer term who are working toward state certification in the area of "profound handicaps" as defined by the State of Florida. Students will be prepared to teach moderately, severely and profoundly mentally handicapped students. Related coursework will also be available through existing programs for students to develop skills in special education for deaf-blind students, autistic students, and severely emotionally disturbed students.

The training program will be competency based and will prepare students to demonstrate skills in the competency areas of general knowledge, assessment, curriculum and instruction, behavior management, continuous data collection, medical aspects, parents and families, and key personnel and agencies.

Practicum experiences will be included that will allow students to learn, demonstrate, and be evaluated on the specific skills contained within competency areas. These practicum activities will be conducted in the most appropriate least restrictive environments, i.e., integrated settings, as well as in community settings. Philosophically the program will focus on the development of functional skills for use in natural environments.

Training will be provided by the most skilled and appropriate faculty at Florida State University as well as one adjunct faculty possessing unique skills related to the education of students with profound handicaps. An experienced doctoral student at Florida State University will assist in the project by conducting practicum supervision and assisting in course preparation, and assisting the project director in managing the project.

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H029B80188 - continued

Beginning in the Fall of 1988, the project will span a three year period and provide graduate level and certification training for 15 students during each calendar year (7 full-time masters students, 8 certification seeking students in the summer term only). This arrangement is designed to 1) provide new teachers in a field desperately in need and 2) better prepare current teachers who are not fully certified in profoundly handicapping conditions.

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Institution: University of Utah
Department of Special Education
221 Milton Bennion Hall
Salt Lake City, Utah 84112

Project Director: Dr. Sherri Strawser
Telephone Number: (801) 581-8121
Project Number : H029B80097
Project Period : 6/1/88-91
Amount Per Year : $80,000

Competition and Title: 84.029B - Special Educators
Transition Leadership Training Project

Description:

The Transition Leadership Training (TLT) Project seeks funds to train leadership personnel to supervise and administer effective high school and adult service programs for handicapped youth and adults. The transition leadership program at the University of Utah is designed as a comprehensive Master of Education Degree program in Special Education, with an emphasis in Transition Supervision. This project will complement and build upon the transition projects currently in operation in the Department of Special Education by preparing leadership personnel who can coordinate policy and program development, in both educational and community service networks, on local and state levels. The focus of the program is not to train the traditional educational supervisor, who may be an administrator of a single building within a single organization, but to provide training and experiences in skills critical to the supervision of transition programs. Such skills include the following:

a) develop and evaluate effective transition programs,
b) manage and coordinate the needs of a variety of groups and organizations (e.g., students, parents, school personnel, agency personnel, etc.),
c) develop and maintain interagency linkages, and
d) develop and maintain linkages with business and industry.

This project combines the resources of special education, an established network of business and industry leaders, individuals from the state's system for personnel development, and a network of community service providers into a unified approach for training leadership personnel in the area of transition.

The major objectives of the Transition Leadership Training Project at the University of Utah are as follows:

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Objective 1: Recruit program candidates from educational and community service agencies
Objective 2: Develop the Transition Leadership Training curriculum
Objective 3: Implement the Transition Leadership Training Project
Objective 4: Evaluate the Project
Objective 5: Disseminate project results
Objective 6: Long-term support and continuation of the Transition Leadership Training Project

The TLT Project will be a cooperative effort between the Department of Special Education (DSE) at the University of Utah, the Utah State Office of Education, the Utah Advanced Technology Council (UATC), Special Vocational Services (SVS), and the Center for Base Technical Education and Transition Excellence (COE) within the University of Utah DSE.

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Institution: The Johns Hopkins University
Division of Education
100 Whitehead Hall
24th & Charles Streets
Baltimore, Maryland 21218

Project Director: Michael S. Rosenberg
Telephone Number: (301) 338-8273
Project Number : H029B80212
Project Period : 6/1/88-91
Amount Per Year : $57,526

Competition and Title: 84.029B - Special Educators
Preparation of Secondary Teachers
of Mildly and Moderately Handicapped
Students

Description:

This proposal outlines a competency-based graduate training program for individuals wishing to become teachers of mild and moderately handicapped students at the secondary level. The proposed program will lead to a Master of Science in Education degree and eligibility for the State of Maryland's generic certification in special education for 24 students. Following documentation of Maryland's acute need for teachers of students with mild and moderate handicaps, the content of the proposed training program is detailed. This detail includes both the overall scope and breadth of the program as well as the specific competencies that each trainee will demonstrate.

Each trainee will be required to earn 36 credits through the completion of twelve courses. Ten of the courses (30 hours) involve skill acquisition and cover specific content-based competencies related to successful teaching. The remaining two courses (6 hours) involve two field-based teaching experiences in supervised practica. The ten content-based courses cover a range of topics with specific emphasis in (a) the diagnosis and assessment of learning and behavior problems; (b) instructional procedures and methodologies to remediate assessed academic skill deficiencies; (c) development of effective classroom management and behavior change strategies; (d) collaborative planning with parents, students and related service personnel; (e) development of programs to facilitate the transition from school to the work place; (f) prevocational and vocational planning; and (g) development of appropriate and procedurally correct Individual Educational Plans (IEPS).

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H029B80212 - continued

The two field-based courses will provide opportunities for the trainees to practice and receive feedback on the development of their skills in settings that regularly serve older students with mild and moderate handicaps. The proposal also contains an overall management plan for the project, a description of available resources and the roles of individuals involved, as well as an overview of the mechanisms of ensuring that the goals of the project are met on schedule.

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Institution: University of Utah
Special Education
Salt Lake City, Utah 84112

Project Director: Marshall Welch
Telephone Number: (801) 521-6019
Project Number : H029B80265
Project Period : 6/1/88-91
Amount Per Year : $78,754

Competition and Title: 84.029B - Special Educators
Collaborative Strategies System Model
for Preparing Secondary Special Educators

Description:

The University of Utah is committed to meeting the challenge and responsibility of preparing competent special educators to teach at the secondary level in the State of Utah. This commitment and dedication strives to embrace the philosophy and practice of education for all students through a collaborative effort among regular and special educators. To this end, the proposed project has been designed to address specific critical issues that are germane to the mission of personnel preparation and policies mandated by the State Office of Education and the State Legislature.

The Collaborative Strategies Systems Model, as outlined in this proposal, is intended to provide prospective special educators a field based experience that interfaces sound theoretical models of collaboration and consultation at the secondary level. Supplementing coursework that are competency based to prepare prospective educators in assessment, planning, implementation of services, and evaluation of services are field visits and supervised practicum experiences prior to the culminating student teaching experience.

Evaluation of the program will involve comprehensive qualitative and quantitative procedures that will focus on self evaluations of the prospective special educators, assessment of delivery and student outcome, competency assessment, and interpersonal skills. Results and findings of the proposed program will be disseminated through various professional journals and presentations at national conferences.

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Institution: The Johns Hopkins University
Division of Education
100 Whitehead Hall
34th & Charles Streets
Baltimore, Maryland 21218

Project Director: Lewis Jackson
Telephone Number: (301) 338-8273
Project Number : H029B0241
Project Period : 6/1/88-91
Amount Per Year : $53,666

Competition and Title: 84.029B - Special Educators
Preparation of Personnel to Work
With Children Who Have Severe,
Profound, and Multiple Handicaps

Description:

The competency-based graduate program described in this application will provide training that leads to a Masters of Science in education degree and eligibility for teacher certification in Maryland for teachers who work with children and youth who have severe, profound, and multiple handicaps. Each trainee will be required to earn 33 credits through the completion of eleven courses. Ten of these courses cover specific curricular areas, and one is field-based intensive practicum. The ten content courses cover a range of critical teacher skills including (1) defining valid educational outcomes and selecting instructional procedures that are most likely to result in those outcomes, (2) managing and coordinating instruction within both community and classroom settings, (3) working with parents and the interdisciplinary team, (4) advanced skills for promoting both independent action and participation in home, community, and work environments, and (5) the specialized skills needed for facilitating performance in the motor, cognitive, and communication curricular areas. The trainees will finish their programs of study by participating in a seminar in which each trainee will present to their colleagues and to the graduate faculty four projects which demonstrate their instructional management and teaching skills. Additional components of this project include the development of (a) a seminar for school administrators that is designed to enhance their understanding of best practices in this field and (b) post-graduation topical seminars for trainees who have completed the program of study. The project includes both an advisory committee and an evaluation component as mechanisms for ensuring training quality. This project requests full tuition assistance for twenty-four teacher trainees over a three year period.

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Institution: University of Washington
College of Education
Experimental Education Unit WJ-10
Seattle, Washington 98195

Project Director: Dr. James Affleck
Telephone Number: (206) 543-4011
Project Number : H029B80203
Project Period : 6/1/88-91
Amount Per Year : $79,518

Competition and Title: 84.029B - Special Educators
Preparation of Secondary Special
Education Specialists

Description:

The master's degree program, Preparation of Secondary Special Education Specialists, will prepare graduates to work primarily in secondary education but also in related services to help handicapped youths move from school to successful community living. The focus of this teacher training will be on relevant academic coursework and a wide variety of field experiences. The new program builds on an existing and highly successful personnel preparation program that prepares secondary special education teachers to work with students with disabilities in the public high schools. It offers broad-based training, encompassing all facets of the transition process from school to work and community living. The secondary special education specialists will be prepared to work effectively with community agencies, employers, parents and others who facilitate the successful transition of students with disabilities.

The Secondary Special Eduction Specialist program will prepare at least 60 graduate students (20 per year) to assume leadership positions in public school settings. Funding is sought to offer 3 stipends per year for highly qualified candidates who demonstrate need for financial support. Participants in this program will take academic coursework in secondary special education and related disciplines. They will also be required to participate in relevant field experiences to develop their skills. A minimum of 48 credits over a period of 4 quarters is required. All learning is competency-based. Students will graduate with a M.Ed. in Special Education from the University of Washington, the only graduate program in the state preparing personnel to work with the secondary special education population. Our graduates will benefit several groups. School districts will benefit because they will be able to hire qualified personnel to meet state and federal mandates to prepare handicapped youths for adult living and employment. Social service agencies will benefit because they will have personnel who understand the importance of coordination with other agencies. Business and industry will be able to hire handicapped workers because the employees will be trained for the positions. Handicapped youths and their families will benefit from improved secondary special education services that will truly help youths prepare for adult roles.

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Institution: University of Colorado at Denver
School of Education
1100 14th Street
Campus Box 106
Denver, Colorado 80202

Project Director: Dr. Elizabeth Kozleski
Telephone Number: (303) 556-2717
Project Number : H029B80182
Project Period : 7/1/88-91
Amount Per Year : $84,808

Competition and Title: 84.029B - Special Educators
Preparation of Personnel to Serve
Children with Severe Emotional/Behavioral
Handicaps and/or Severe Cognitive
Disabilities

Description:

GOALS: The proposed project is designed to meet the following goals:

1. Train 40 graduate level students over 3 years to teach students with severe emotional/behavioral handicaps and/or severe cognitive disabilities.

2. Incorporate awareness and application level skills training in career/vocational/transition programming for all graduate level students receiving an endorsement in special education (K-12).

3. Develop 15 master teacher practicum/field experience sites in the Denver metropolitan area schools which demonstrate best practices in the least restrictive environment, including integration planning, vocational training, least intrusive behavioral management and affective skills development.

4. Evaluate the effectiveness of field based versus university based special education teacher preparation program.

NEED: The State of Colorado has mandated that newly adopted teacher endorsement standards be met by university preparation programs by Fall of 1988. The new standards combine a cross-categorical teacher endorsement model (Teacher I) with more traditional categorical programs (Teacher IIs) at the moderate/severe needs level of programming. Based on needs data from the field, the University of Colorado at Denver has committed hard money faculty to developing and offering a Teacher

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I program that focuses on a collaborative/consultative teaching model between regular and special education teachers. In addition, the SEA and several Denver metropolitan area LEAs have indicated that shortages exist for teachers of students with severe emotional/behavioral and/or cognitive disabilities. Further, needs assessment data suggest that programs addressing these teacher shortages should focus training on transitional issues of secondary students as well as provide the practitioner with indepth skills in behavior management, developmental/compensatory strategies and career/vocational training. The identified state needs are congruent with the OSERS personnel preparation competition priorities on seriously emotionally disturbed, severe handicaps, and secondary level teacher competencies. Therefore, this application focuses on a preservice training project for teachers of students with severe cognitive and affective needs.

PROCESS: In addition to a specialized curriculum designed to train effective special education teachers of students with severe needs, the proposed project supports a field intensive training process. Through cooperative agreements with metropolitan school districts, teachers in the field will be relieved of some direct teacher responsibilities in order to monitor, coach and mentor preservice personnel as well as develop their own skills. In this way, master teacher sites will be developed in a variety of schools serving students with a wide range of ethnic and cultural backgrounds. These teacher sites will continue to be accessible as teacher training sites at the conclusion of the proposed project.

EVALUATION: The Discrepancy Evaluation Model (University of Virginia) will be used to measure input, process, and output elements. A variety of methodologies will be used including student products, questionnaires, observations, and measures of employer satisfaction. A comparative analysis will be made between teachers who received the traditional, university based program and those who participated in the field based program. Additionally, a peer review team of nationally recognized experts will evaluate the project on an annual basis and provide feedback to the project advisory council.

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Institution: University of Kansas
Department of Special Education
3150 Haworth Hall
Lawrence, Kansas 66045

Project Director: Dr. Floyd Hudson
Telephone Number: (913) 588-5943
Project Number : H029B80002
Project Period : 6/1/88-91
Amount Per Year : $80,000

Competition and Title: 84.029B - Special Educators
Preparation of Teachers for Students
with Mild to Severe Learning Disorders

Description:

The proposed project addresses the need for training teachers competent to teach students with severe to moderate/mild learning disorders at the elementary and secondary level that will meet full certification approval upon successful completion of training. The need for teachers qualified to teach students with learning disabilities has been established in Kansas, Missouri and the region. The program content of this training program will focus on developing competencies identified appropriate for the teacher responsible for teaching children and youth who exhibit severe, moderate and mild disorders. Formal coursework, clinical practicum experiences and role specific experiences at the elementary and secondary level have been identified and put into place for this training program. Extensive trainee evaluation procedures have been developed for use in determining the level of competency acquisition by trainees in this program.

A comprehensive Plan of Operation, including a functional design and evaluation system has been developed for this project. The proposed Evaluation Plan with implementation strategies has been designed for determining the program effectiveness.

To support the proposed program, Federal funding is requested for trainee stipends and program support services. Other required support services would derive from resources already in place at The University of Kansas.

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Institution: Utah State University
Department of Special Education
Logan, Utah 84322

Project Director: Daniel P. Morgan
Telephone Number: (801) 750-3245
Project Number : H029B80153
Project Period : 7/1/88-91
Amount Per Year : $62,628

Competition and Title: 84.029B - Special Educators
Preparation of Teachers for
Secondary-Aged Behavior
Disorders Students

Description:

An urgent national need exists for more special education teachers of secondary-aged behaviorally disordered students. Utah's need for BD teachers is both chronic and critical due to a rapidly increasing school-age population. In addition, Utah does not presently have a specialized training program for secondary-aged behaviorally disordered students.

The primary goal of the project will be to expand the existing behavioral disorders training program so that students can be specifically trained as teachers of BD students in secondary school settings. Trainees will provide direct and indirect instructional services to regular classroom teachers in addition to direct services to children assigned to the special education program. Approximately 25 individuals will be trained in each year of the project.

The training program will further enhance the service pattern options available for secondary-aged BD students in Utah's schools.

The Graduate Level Training in Adolescent Behavioral Disorders program will consist of a 33 credit hour of coursework and practica dealing specifically in the area of adolescent behavioral disorders.

The project's evaluation plan incorporates consumer appraisals (from students, parents and employers), observation of student effectiveness with BD students in applied settings, consulting with regular educators in applied settings, and follow-up of performance after graduation.

The budget request includes funds for student financial assistance to recruit and retain qualified students and for instructional support to deliver a quality training program.

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Institution: North Carolina State University
School of Education
Box 7801
Raleigh, North Carolina 27695

Project Director: Dr. Douglas Cullinan
Telephone Number: (919) 737-3221
Project Number : H029B80078
Project Period : 7/1/88-91
Amount Per Year : $74,406

Competition and Title: 84.029B - Special Educators
Preparation of Teachers for
Secondary School-Age SED
Students

Description:

Excellent teachers for secondary school-age students identified as seriously emotionally disturbed (SED) are specified as a critical special education personnel need by federal, state, and local education agencies, and by professional research and consensus. The present application proposes to prepare excellent teachers for this population. Selected trainees will participate in a one-year, full-time intensive preparation experience leading to the master's degree, needed skills and knowledge, and appropriate state certification. To accomplish these outcomes, the program will rely on three key features: mastery of relevant competencies, extensive field experiences, and strong program leadership.

The trainees will master 90 competencies built around eight knowledge, skills, and value areas needed for excellence in delivering appropriate education to SED secondary school age students. There are 45 competencies in three areas needed by special educators in general, and 29 competencies in three areas addressed specifically to SED teachers. Support for these general and SED competencies is to be provided by 9 competencies in the area of adolescent counseling and 7 competencies in the area of research consumerism.

Second, there will be field experience placements lasting throughout the school year, located in nearby secondary schools where SED students are receiving appropriate education.

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Institution: University of Vermont
Special Education
405A Waterman Building
Burlington, Vermont 05405

Project Director: Dr. Susan Hasazi
Telephone Number: (802) 656-1353
Project Number : H029B80065
Project Period : 6/1/88-91
Amount Per Year : $80,279

Competition and Title: 84.029B - Special Educators
Secondary/Vocational Special
Education and Consulting
Teacher Training Program

Description:

The goal of this project is to prepare Secondary/Vocational Special Education Teachers and Secondary/Vocational Consulting Teachers through preservice graduate level training. The project meets a critical need in Vermont for graduate level secondary/vocational special education personnel.

The provision of special education services in secondary and vocational schools presents a unique challenge. Typically, programs are departmentalized, course content and vocabulary are highly specialized, teachers may be subject-oriented rather than student-oriented, and students may have lost much of their motivation to learn because of years of academic failure and frustration. Through this proposal, the Department of Special Education at the University of Vermont (UVM) intends to expand its generic graduate special education training program to include specific courses and practicum experiences directed towards preparing secondary/vocational special education teachers and consulting teachers. The Vermont State Department of Education, local school districts, practicing secondary special educators in Vermont, and former UVM graduate students have all identified the need for increased training opportunities for secondary-level special educators.

Secondary/Vocational Special Education Teachers provide direct instructional special educational services to secondary students in regular, vocational, or resource classrooms. Full-time Secondary/Vocational Special Education Masters Degree candidates are required to complete two summers and one academic year of intensive coursework and practicum assignments, leading to a 36 hour M.Ed. in Special Education and Vermont Certification as a Teacher of the Handicapped. Part-time candidates complete the program in two academic years and two summers. The project will prepare 24 Secondary/Vocational Special Education Teachers over the next three years.

Secondary/Vocational Consulting Teachers coordinate direct instruction, curricular adaptation, vocational services, and affective support for secondary/vocational students with handicaps through on-going inservice training and consultation with parents, students, and secondary school/vocational center personnel. The 30 hour, post-M.Ed. Secondary/Vocational Consulting Teacher program leads to a Certificate of Advanced Graduate Study (CAGS) and Vermont Certification as a Consulting Teacher. Prior to admission, students must have completed a Masters Degree program in Special Education and have experience teaching youth with handicaps. The full time program requires two summers and one academic year to complete coursework and practica, whereas, a part-time program requires two academic years and two summers. The project will prepare 15 Secondary/Vocational Consulting Teachers over the next three years.

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Institution: University of Arkansas at Little Rock
280. South University
Little Rock, Arkansas 72204

Project Director: Dr. Stephen Rock
Telephone Number: (501) 569-3422
Project Number : H029B80177
Project Period : 6/1/88-91
Amount Per Year : $52,963

Competition and Title: 84.029B - Special Educators
Resource and Consulting Teacher
Program

Description:

The purpose of the proposed project is to further develop the Resource and Consulting Teacher Program at the University of Arkansas at Little Rock. Designed to meet the need for teachers to serve children in the most normal educational environment--the regular classroom, the program will prepare resource and consulting teachers to support regular classroom teachers in their efforts to teach mildly handicapped children. Consultant teachers will help prevent the development of problems in the regular classroom and reduce the number of special education referrals. The program will also focus on preparing teachers who will be able to deliver high quality instructional procedures. The program has two tracks, one for teachers previously certified in teaching the mildly handicapped and one for teachers certified in elementary or secondary. Those who complete the program will earn a Masters in Special Education with Emphasis in Teaching the Mildly Handicapped.

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Institution:	Indiana University School of Education P. O. Box 1814 Bloomington, Indiana 47402

Project Director: James McLeskey and Barbara Wilcox
Telephone Number: (812) 335-1441 and (812) 335-6508
Project Number : H029D80022
Project Period : 6/1/88-91
Amount Per Year : $86,477

Competition and Title: 84.029D - Leadership Doctoral Personnel for the Education and Community Integration of Individuals with Disabilities

Description:

The present proposal requests support for advanced graduate training that develops teaching, research, and leadership roles to support new initiatives in special education.

Universities, state agencies, and local educational associations need individuals of high quality who can lead the improvement of special education and related services for people with disabilities. The program at Indiana University is a competency-based approach that meets this need by emphasizing field experience, rigorous research training, and performance of professional roles that will support the regular education initiative (REI) focused on students with mild disabilities and the least restrictive environment and transition initiatives for individuals with more severe handicaps.

Over the three year grant period, program objectives are (a) to recruit at least six highly-qualified applicants each year to focus on the educational and community integration of individuals with disabilities; (b) to support at least six students annually as they progress through the three-year competency-oriented doctoral program; (c) to assist students to produce functional products (research reports, inservice training modules, professional presentations, and such); and (d) to supervise doctoral students in research, policy, or inservice internships focused on elements of REI and LRE initiatives.

The proposal defines the philosophy, organization, and procedures that will be used to achieve program objectives. Both process variables (e.g., collaboration with local agencies, adequacy of program advising) and content variables (e.g., course content, competency requirements) of the program are described.

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Institution: University of Kansas Medical Center
Occupational Therapy School Allied Health
39th & Raindow Boulevard
Kansas City, Kansas 66103

Project Director: Dr. Winnie Dunn
Telephone Number: (913) 588-7195
Project Number : H029F80084
Project Period : 7/1/88-91
Amount Per Year : $70,000

Competition and Title: 84.029F - Related Services
Preparing Occupational Therapists
for Transition Service

Description:

Each year many students who have been receiving special education services in public schools face the challenge of preparing for life as an adult. Because special skills are required for successful community living and community employment, these students continue to need specialized support. Occupational therapy is mandated as a related service for these individuals, and can serve as a very important member of the interdisciplinary team that develops and implements transition plans for community integration.

The purpose of the proposed project is to demonstrate a model designed to train preservice occupational therapy students to work effectively in community transition settings. This effort is directed at improving the knowledge, skills and attitudes of occupational therapy students in regard to the unique service delivery process which takes place in transition settings. As a result of participation in this project, occupational therapy students will be more prepared and have a greater ability to pursue job opportunities serving transition programs.

The goals of the project are: 1) to develop and implement a model for training preservice occupational therapy students in specialized techniques and procedures that enable successful service delivery in community transition programs; 2) to validate the training model for transition programs by collecting and analyzing ongoing data from project staff, students, community and fieldwork personnel; and 3) to develop and implement a plan to disseminate the validated training model for occupational therapists to serve in transition programs. These goals will be met through a variety of didactic and experiential learning opportunities. Although all students in the Occupational Therapy Curriculum at the University of Kansas will participate in some of these experiences, approximately 10% of each class (6-10 students) will participate in specialized fieldwork experiences in preparation for job opportunities in transition programs when they graduate.

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Institution: University of Wisconsin-Madison
750 University Avenue
Madison, Wisconsin 53706

Project Director: Gregg Vanderheiden
Telephone Number: (608) 262-3822
Project Number : H029F80083
Project Period : 6/1/88-91
Amount Per Year : $73,817

Competition and Title: 84.029F - Related Services
Preparation of Preservice
Occupational Therapists in
Technology Application

Description:

The emergence of technological developments and applications in rehabilitation and education has opened new educational and perceptual doors for children and youth with disabilities. These technologies, however, require competent professionals to apply them effectively. As one of the key delivery professionals, occupational therapists are needed on technology application teams. Unfortunately, skills regarding technology have only been available through inservice mechanisms with little if any exposure in preservice curricula. It has been extremely difficult to impossible for the field to obtain and maintain a satisfactory level of competency strictly through retrofitting knowledge in workshops and other inservices. Preservice training is becoming imperative as technological applications are becoming relatively commonplace and expected in educational and prevocational settings. With the advent of recent and pending federal legislation, the need is expected to rise even further.

This program proposes to create an interdisciplinary instructional model focused toward occupational therapy students during their basic professional training. The program will function as a specialization/certification curriculum similar to four others already available for occupational therapy students at the University of Wisconsin-Madison.

The program is a two-level design, where some students receive foundation level training while others are trained to a specialization level. Thirty to forty students per year are projected to participate in survey coursework and achieve foundation-level competencies. In addition, ten to twenty trainees per year are scheduled to enroll in a full specialization program consisting of survey coursework, laboratory studies, technical electives, and core studies, including a practicum, for a total of 15 semester credits. (Due to students involved who are in their third, fourth, and fifth years of training, after three years there will be 30-60 students participating in the specialization program in any given year.)

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In addition to producing occupational therapists with specialized training in technology, this program will produce five teaching workbook/guides and an implementation manual of the Madison Technology Specialization Model. These resources will be made available at cost to other faculty, curriculum planners, and the public. It is projected that six to ten Occupational Therapy curriculum programs per year will evaluate the model, implement components of the model, or use the model as a basis for developing technology curricula. Over five years, this will have impact on between 30 and 50 occupational therapy professional training programs.

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Institution: Colorado State University
Department of Occupational Therapy
303 Education
Ft. Collins, Colorado 80523

Project Director: John Caron
Telephone Number: (303) 491-6355
Project Number : H029F80043
Project Period : 7/1/88-91
Amount Per Year : $54,038

Competition and Title: 84.029F - Related Services
Occupational Therapy Preservice
Preparation

Description:

A TEAM APPROACH TO TRANSITION: Occupational Therapy Preservice Preparation proposes to prepare occupational therapy personnel at the professional and technical levels to plan and implement individualized, community-referenced transition programs for children and youth with severe disabilities. The project will be undertaken by Colorado State University's Department of Occupational Therapy in cooperation with Pueblo Community College's Occupational Therapy Assistant Program. Preservice curriculum modules will be developed which focus on the successful transition of elementary- and secondary-level students with severe disabilities from school to productive adult life. Interdisciplinary teaming and the integration of occupational therapy services within individualized education programs (IEPs) will be emphasized. Two hundred (200) professional- and technical-level occupational therapy students will be trained during the pilot phase and 100 students during implementation.

Participating occupational therapy and occupational therapy assistant students will graduate with an emphasis in "transition" from their respective entry-level education programs at the associate, bachelor's, or master's level. The proposed curriculum will meet certification requirements established by the Colorado Department of Education and all graduates will be qualified at the professional or technical level to work within public schools as effective transition team members. Colorado's graduates are frequently employed within a fourteen-state area, therefore, extending the project's impact from Colorado to the adjoining western region.

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H029F80043 - continued

Five major project objectives have been identified:

1. Develop seven competency-based learning modules, accompanying instructor guides, and video case studies for use in preservice, professional, and technical occupational therapy education programs. The learning modules will include didactic and experiential components.

2. Pilot test the curriculum modules at Colorado State University and Pueblo Community College, modify and refine as needed.

3. Implement curriculum modules within occupational therapy curricula at Colorado State University and Pueblo Community College.

4. Evaluate the effectiveness of didactic and experiential curriculum components.

5. Disseminate, at cost, curriculum modules, accompanying instructor manuals, and video case studies to accredited, occupational therapy education programs nationwide.

Institution: University of Washington
Experimental Education Unit WJ-10
Seattle, Washington 98272

Project Director: Dr. James Affleck
Telephone Number: (206) 543-4011
Project Number : H029F80041
Project Period : 6/1/88-91
Amount Per Year : $72,459

Competition and Title: 84.029F - Related Services
Training Vocational Evaluation
Specialists or Vocational/Career
Education Consultant

Description:

The University of Washington Area of Special Education proposes to continue and expand a master's level program specialization to prepare support professionals to work with high school-aged handicapped students. The graduate students will have the choice of preparing for two careers: Vocational Evaluation Specialist (VES) or Vocational/Career Education Consultant (V/CEC). Both evaluators and education consultants are essential professionals in the effort to provide handicapped students with appropriate vocational support services before they graduate from public school, and as they make the transition into postschool programs.

Trained Vocational Evaluation Specialists will be able to administer and implement vocational assessments for the high school vocational placement of handicapped youth, and design vocational training programs for individual students. Vocational/Career Education Consultants will provide support to vocational educators and to handicapped students to promote the success of these students in secondary vocational education courses. These consultants will coordinate staff to implement vocational evaluations. Additionally, they will be prepared to tutor students and help vocational instructors adjust curricula, grades, and assignments.

Institution: Gallaudet University
School of Education/Human Services
800 Florida Avenue, N.E.
Washington, D.C. 20002

Project Director: Dr. Rodger Beach
Telephone Number: (202) 651-5515
Project Number : H029F80055
Project Period : 6/1/88-91
Amount Per Year : $69,366

Competition and Title: 84.029F - Related Services
Preparation of School Counselors
for Children and Adolescents who
are Hearing Impaired

Description:

The primary purpose of the proposed project will be to meet the need of preservice preparation of highly qualified school counselors for hearing-impaired children and adolescents. A current national needs assessment indicates that one in four schools, residential and mainstreamed, have counselors trained to work with their hearing-impaired students, while 67% of the more than 200 respondents agree that the problems suffered by these students are more severe than in the past (White, 1987). As the only school counselor training program addressing the needs of the hearing-impaired students in the world, we are uniquely equipped to supply highly qualified school counselors for the hearing-impaired students in order to meet the personnel shortages of the school systems throughout the nation. Secondarily, this is the only training program that offers fully employed professionals an opportunity to earn a masters degree without leaving their full-time positions. A sub-goal of the program activity is to assure that hearing-impaired people themselves have the opportunity and full access to training in this field as, they better than anyone else, serve as role models to hearing-impaired children.

The proposed school counselor preparation program is a 3-summer graduate level program. Through more than 40 credit hours of required campus-based courses and structured field-based practica and internship, trainees will develop 29 major competencies in areas of individual and group counseling, career education, educational planning, pupil appraisal, parent/sibling counseling, consultation, and community relations. Project graduates will be prepared to accept positions as school counselors of hearing-impaired children in a spectrum of settings including day and residential schools, mainstreamed programs and post-secondary institutions. Approximately 7 trainees will be graduated each year, of which it is anticipated that 3 (40%) will be profoundly hearing-impaired and will have the strongest impact on the field by way of their training and personal characteristics.

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Institution: Pennsylvania Department of Education
Bureau of Special Education
333 Market Street
Harrisburg, Pennsylvania 17126

Project Director: William Ohrtman
Telephone Number: (717) 783-6134
Project Number : H029H80021
Project Period : 10/1/88-89
Amount Per Year : $19,892

Competition and Title: 84.029H - SEA
Training Secondary Staff to
Prepare LD Students for the
Transition to College

Description:

The Pennsylvania Department of Education, Bureau of Special Education, in full cooperation with College Misericordia and local CSPD structures proposes to expand the scope, activities and budget of an existing SEA grant with the purpose of better training in high school instructional and superivsory staff of both "regular" and special education to prepare learning disabled secondary level students for the transition to college. The existing three year program design involves a Commonwealth-wide sequential inservice effort implemented by a highly qualified consortium of IHE faculty. Anticipated project results include the provision of training to 1,935 instructional and 97 supervisory level special educators as well as 5,805 instructional and 100 supervisory level "regular" educators. The proposed addition to the existing model will: (1) expand the inventory of instructional resources available to "Lead Team" participants in an in-depth skills application training program implemented within a residential summer practica model; (2) expand program evaluation by inviting the completors of the first year's training to a one day session of project evaluation; and (3) refine two years of the existing training model in compliance with evaluation results, particularly in relation to the summer residential component.

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Institution: Virginia Department of Education
P. O. Box 6-Q
Richmond, Virginia 23216

Project Director: David Aldrich
Telephone Number: (804) 225-2402
Project Number : H029H80049
Project Period : 10/1/88-89
Amount Per Year : $36,000

Competition and Title: 84.029H - SEA
Training Special Educators,
Vocational Educators and
Guidance Counselors in
Transition

Description:

In the Commonwealth of Virginia, approximately 10,847 K-12 special educators, vocational educators and career and guidance counselors currently provide educational services to 101,977 students with disabilities. Of these educators, the Virginia Special Education CSPD has identified that 5,047 special education teachers need training in alternative environments; 1,538 in IEP development and implementation of the full services goal for special education. These figures correspond with vocational education and career guidance counselor's needs for training in the areas of curriculum modifications, awareness of post-secondary options, IEP development and interdisciplinary/interagency collaboration.

In order to meet the interdisciplinary training needs of special educators, vocational educators and guidance counselors to significantly impact on the employment and independent living skills of the approximately 4,600 youth and young adults with disabilities exiting Virginia public schools annually, a series of regional drive-in and teleconference inservice programs are proposed. In each of the 137 LEA's seven professionals in special education, vocational education and guidance counseling will be trained in:

1) the implementation of "best practices" in transitioning;

2) utilizing community resources and supporting agencies; and

3) early intervention strategies in career awareness and development.

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The trainers will be able to provide this information to their LEA peers and counterparts, as well as, administrators, community organizations and parents.

The objectives of this proposal include:

1. Development of LEA teams of trainers knowledgeable in the areas of implementation of the Carl Perkins Act, employment opportunities for persons with disabilities and additional postsecondary options for youth and young adults with disabilities exiting the public school.

2. Development and distribution of training materials to be utilized in local inservice programs by the LEA team of trainers.

3. Increase LEA educator's awareness of the need for career development and awareness in the early school years.

4. Provision of activities and implementation materials for teachers use in implementing transitional services in an interdisciplinary fashion.

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Institution: Alaska Department of Education
Office of Supplemental Services
Box E
Juneau, Alaska 99811

Project Director: Richard Smiley
Telephone Number: (907) 465-2970
Project Number : H029H80054
Project Period : 10/1/88-89
Amount Per Year : $21,939

Competition and Title: 84.029H - SEA
Development of University
Transition Curriculum

Description:

A supplemental training plan is proposed which builds on Alaska's existing FY 89 Section 632 training grant. Two goals are adopted from the existing Section 632 grant; one which focuses on transition and another which focuses on systems level improvements in the Alaska CSPD. To address these goals, five objectives are presented:

- Develop a university transition curriculum
- Establish extended degree programs in Alaska
- Provide neuro-developmental training for OTs and PTs
- Provide training for parents of handicapped children
- Add special education to Alaska's talent bank

Implementation of the plan involves activities conducted by the Alaska Department of Education and two subcontractors. A management plan specifies evaluation methods and key project personnel.

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Institution: Puerto Rico Department of Education
P. O. Box 759
Hato Rey, Puerto Rico 00919

Project Director: Mrs. Carmen M. Morales
Telephone Number: (809) 756-5820 and 758-4949 x 6047
Project Number : H029H80041
Project Period : 10/1/88-89
Amount Per Year : $19,993

Competition and Title: 84.029H - SEA
Inservice Training in Transition

Description:

The purpose of this proposal is to develop a comprehensive and intensive training program for strategically selected guidance counselors, pre-vocational, vocational and independent living skills teachers. The general program objectives are:

1. To get teachers acquainted with:
   - Legal aspects of students of transition from school to work
   - New trends in transition from school to work
   - Curriculum modifications
2. To provide the teachers involved in their training with the understanding that he/she is a key professional in the process of transition.
3. To develop competencies in the assessment of:
   - Vocational interests
   - Appropriate work attitudes
   - Vocational strength and weakness
   - Academic skills needed for a successful transition
   - The application of assessment findings for planning and guiding the vocational training of the student.

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Institution: University of Kansas
Bureau of Child Research
2045 Haworth
Lawrence, Kansas 66045

Project Director: Charles Spellman
Telephone Number: (316) 421-6338 x1890
Project Number : H029K80079
Project Period : 6/1/88-91
Amount Per Year : $80,000

Competition and Title: 84.029K - Special Projects
Preparation of Personnel to Deliver
Health Fitness Programs to Students
with Moderate and Severe Handicaps:
A Transition Model

Description:

The purpose of the proposed Special Project is to prepare personnel to provide systematic transitional health fitness programs to secondary-age students with moderate and severe handicaps. Training would be provided to classroom teachers, paraprofessionals, adapted physical educators, regular physical educators, and others involved in the students' educational programming. Specifically, the goals of the proposed project include the development, implementation, validation, and dissemination of a multi-media training program for use in group or individual inservice and preservice staff development.

In order to provide this training to the largest possible audience, and in a cost efficient manner, the applicant proposes to develop these training materials in the form of a multi-media package, containing seven modules, each consisting of: a) a professionally produced and narrated videotape program; b) a summary booklet highlighting the principle concepts and procedures of that module; c) a set of graduated practicum activities; and d) a set of overhead transparency masters which can be used by an instructor to lead group discussion. An accompanying Instructor's Manual will provide guidelines for conducting training programs using these materials. These materials will be developed through a 12-step instructional program development process, which will include several stages of formative evaluation and field testing, as well as a final summative field test evaluation. Through the field test activities, direct training will be provided to approximately 135 personnel from the target audiences during the three year duration of requested funding.

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Staff who receive training through the efforts of this project will be capable of implementing programs for their students which have the following characteristics:

1) the development of individualized health fitness programs with both short-term acquisition and long-term maintenance objectives to ensure that students gain the skills needed to achieve lifelong fitness;

2) planning for the students' transition from school to community living to ensure that fitness activities trained at school become part of their lifestyles as adults; and

3) replicability or adaptability for use in urban or rural public school settings.

Following the completion of this project the training materials will be made available to the public through commercial or university distribution. Thus, personnel who serve, or plan to serve, students with moderate and severe handicaps will have access to the necessary training to provide transitional programming in health fitness.

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